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ABSTRACT

The report examines the major activities, input, and results of the Illinois Office of Education's Area Learning Resource Center Project, a program through which state and national resources and services are transmitted to special education programs and personnel at the local level. It is reported that the project accomplished its goals by assisting the state education agency in the development of an informational media, materials, and training delivery system. The project's major result is noted as the establishment and support of a statewide network of 13 Regional Educational Media and Information Service programs designed to implement the media, materials, and training needs of special education personnel. In addition, the capacity at the regional level is reviewed (including the delivery of inservice training, media/materials information, curriculum development/adaptation, and access to instructional materials). Finally, the report analyzes the impact of the delivery system on special education personnel and students, and describes new or planned service recommendations to be developed as a result of the project. (Author/SBH)

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Final Technical Report of the Illinois Area Learning Resource Center

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August 31, 1977

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U.S. Department of
Health Education and Welfare
Bureau of Education for the Handicapped

FINAL TECHNICAL REPORT: ILLINOIS ALRC

9/1/74 - 5/31/77

ABSTRACT

The purpose of this report is to examine the major activities, input and results of the Illinois Office of Education's Area Learning Resource Center Project. The project accomplished its goals by assisting the state education agency in the development of an informational media, materials and training delivery system. The major result has been the establishment and support of a statewide network of 13 Regional Educational Media and Information Service (REMIS) programs designed to implement the media, materials and training needs of special education personnel. In addition, the capacity at the regional level has been established to deliver inservice training, media/materials information, curriculum development/adaptation and access to instructional materials. Finally, the Report analyzes the impact of the delivery system on special education personnel and students and describes new or planned service recommendations to be developed as a result of the project.

PREFACE

This Final Technical Report on the three-year history of the Illinois Area Learning Resource Center project presents a look at the capacity building process for services to special education personnel in Illinois. The development of 13 regional centers has provided the network through which the state (ALRC) and national (NCEMMH - NIMIS) recources and services have been transmitted to special education programs and personnel at the local level. In addition, an intrastate capacity now exists between regions to share resources, information, and training.

The major goals, objectives and accomplishments of the ALRC project have been identified and explained in this Report. Evaluative and impact data are discussed as well as recommendations for future planning and/or expansion of existing resource and service programs. A major accomplishment of the ALRC project is the scope of liaison, coordination and interagency involvement with several relevant sections within the Illinois Office of Education. One area of specific coordination involved the drafting of the State Plan and accompanying developments of implementing the policies and procedures of P.L. 94-142 from the USOE/BEH.

The public and private agencies and organizations who serve handicapped children in Illinois have made significant contributions in coordinating, increasing and improving services through the ALRC project. It is impossible to identify each individual who has influenced the many developments described in this Report. However, the efforts of the staff of the Regional Special Education Programs, the Directors of Special Education and those from colleges and universities who have planned and assisted in implementing the various components of the ALRC project are hereby gratefully acknowledged.

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I. PROJECT FRAMEWORK

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Section II-A

Project Backgound and Setting

When the ALRC project was initiated in Illinois in 1974, the state education agency, Office of the Superintendent of Public Instruction, now the Illinois Office of Education, was awarded the project contract. At that time the Office contained six divisions with the Division of Academic Affairs employing approximately 80% of all personnel involved in the programmatic areas. Academic Affairs was composed of three departments, namely, Exceptional Children, Recognition and Supervision, and Instruction. The Department for Exceptional Children included five sections: Programs for Handicapped Children, Title I, Bilingual Migrant, Gifted, and the Instructional Materials Center (IMC).

On August 31, 1974 the IMC staff in Illinois found itself on a new frontier, concluding the eight-year IMC project and beginning the Area Learning Resource Center #7 project (ALRC). Unfinished Instructional Materials Center activities were brought to a close with a 90-day project extension. At the same time the Area Learning Resource Center project was written and approved by Bureau of Education for the Handicapped (BEH). Concurrently, the Regional Resource Center proposal was submitted from Region #7 and prepared jointly by the Office of the Superintendent of Public Instruction, Illinois State University and the Peoria Public Schools (See Appendix B). The overriding objective of the total ALRC/RRC plan was to decentralize, to the greatest extent possible, the delivery of services and materials to the handicapped child.

Target Population and Region Served

In 1974 when the ALRC project was initiated, the population of Illinois was approximately 11,273,000 persons in a land area of 55,748 square miles. The population of rural southern Illinois is very sparse, thus complicating the task of locating, diagnosing and serving handicapped children. By contrast, the culturally diverse northeastern section of the state, which includes Chicago and suburbs, has an enormous, mobile concentration of people presenting far more complex factors to be addressed in bringing appropriate services to handicapped children.

The total number of children ages 3-18 in Illinois schools was 2,320,672. According to the Illinois Quadrennial Special Education Census, 232,433 handicapped children were being served in 1974. Of the 110,071 certified teachers in the state there were 8,283 FTE who were certified as special education teachers. School psychologists, speech correctionists and other special education personnel increased that figure to about 12,000.

Special Education Organization and Services, 1965-1974

In 1965, a comprehensive special education bill was passed in Illinois which mandated each school district in the state to provide appropriate educational programs for all handicapped children. A systematic plan was outlined in the legislation to provide for meeting the mandate date which had been set as of July 1, 1969. Preparatory to that time, each of the state's 102 counties was to have appointed a committee to be chaired by the county superintendent of schools. The charge of each committee was to take a census of the schoolchildren who resided in that county to determine which children were in need of specialized instruction. Based on a minimum student population of 16,000 per region, each school district was mandated to provide services individually or through multi-district or multi-county, joint agreements for handicapped children. The original special education legislation provided services for children between the ages of five and 21. An additional exception to this was the category for physically handicapped children which included children with orthopedic, vision, and hearing problems. The age range for those groups was three to 21. In 1971, additional legislation was enacted which lowered the mandatory age of all children to the three to 21 level. Between 1965 and 1974, Illinois had been exploring and attempting to establish adequate specialized services for preschool children.

An important addition in the legislation in 1965 was the provision for an Educational Materials Coordinating Unit with authority vested in the state education agency. Section 14-11.01 of the School Code reads as follows:

Educational materials coordinating unit. There shall be established within the Office of the Superintendent of Public Instruction under the direction of the Superintendent, an educational materials coordinating unit for handicapped children to provide:

1) Staff and resources for the coordination, cataloging, standardizing, production, procurement, storage, and distribution of educational materials needed by visually handicapped children and adults.
2) Staff and resources of an instructional materials center to include library, audio-visual, programmed, and other types of instructional materials peculiarly adapted to the instruction of handicapped pupils.

The educational materials coordinating unit shall have as its major purpose the improvement of instructional programs for handicapped children and the inservice training of all professional personnel associated with programs of special education and to these ends is authorized to operate under rules and regulations of the Superintendent of Public Instruction with the advice of the Advisory Council. Paragraph one provided for the establishment of a state-maintained depository of adapted materials for the visually impaired. Implementation of this statute began as a cooperative venture between the Office of the Superintendent of Public Instruction and the school districts throughout the state which maintained programs for the visually impaired and which had accumulated some adapted materials. By agreeing to put unused materials on loan with the state depository, the nucleus of the original holdings were assembled. Annual state appropriations since that time have enabled the state to assume primary financial responsibility for securing necessary basic adapted textbook materials for all visually impaired children in the state.

Inherent in locating and circulating materials are the responsibilities for securing, reproducing, authorizing original transcriptions, copying, cataloging, shelving, packaging, and mailing. During the past eight years of operation, the depository maintained by the Office of the Superintendent of Public Instruction has come to be recognized as one of the leaders in the country and has been replicated by several other states.

Closely related to the depository function has been the development of curriculum materials and the inservice training of teachers of the visually impaired. To this end, a total of 31 professional and support people are maintained by the state office and are supported by state funds.

In addition to the persons specifically assigned to the depository for the visually impaired, 17 persons work in implementing some phase of the educational materials coordinating unit responsibility or have diverted their efforts toward the objectives of the Area Learning Resource Center.

For the past several years Illinois had participated in the Special Education Instructional Materials Center/Resource Center Network funded and maintained by the Bureau of Education for the Handicapped. During those ensuing years, the focus of the Illinois center network had attempted to mesh the needs of the state of Illinois with the priorities as defined annually by the Bureau. Accordingly, the SEA has been variously involved in the acquisition of materials, circulation, abstraction, preparation of catalogs, development and adaptation of materials, and the establishment of information delivery systems, as well as the evaluation of materials.

The IMC maintained in Illinois was composed of five integral components, although the administrative center of the IMC was located in Springfield with the Office of the Superintendent of Public Instruction for convenience and efficiency. The other four centers maintained in separate regions of the state had equal status and imput into the policy and decisions made for the-intrastate network. The professional and support staff necessary to maintain the centers located in various regions were supported with either state or federal IMC funds. Goals and objectives, as well as activities for the Illinois IMC, were written for the entire state with each regional center participating in the accomplishment of those goals by providing services to special education personnel in their geographic region dependent upon the level of sophistication of that personnel.

The location of the centers originally corresponded to the geographic divisions arbitrarily made within the state by the the Office of the Superintendent of Public Instruction. At that time, the center locations were as follows:

Springfield - 1020 South Spring Street
Franklin Park - 10400 West Diversey
DeKalb - Northern Illinois University, Swen Franklin Parson Library
Urbana - 907 West Nevada Street
Carbondale - Southern Illinois University, Pulliam Hall 227

The administrative center which also served the west-central portion of the state was located on the premises of the Office of the Superintendent of Public Instruction at the state capital in Springfield, Illinois. In the metropolitan region serving Chicago and suburbs, the center was located in a building leased from a local school district. The three remaining centers serving the northwest, east-central, and southern parts of the state were housed on the campuses of Northern Illinois University, the University of Illinois, and Southern Illinois University, respectively.

The maintenance of these centers had been provided for by both federal and state support. In addition, materials and equipment available for field testing, evaluation and short-term loan had been purchased with both state and federal funds. Since the RFP for the ALRC precluded using any project funds for direct service in terms of circulation, those centers remained in operation within the regions and were supported by the State Office of the Superintendent of Public Instruction as a part of the local support. Materials owned by the state were made available for inservice workshops, conferences, and demonstrations.

Circulation of materials through the intrastate network had increased from 12,249 items in 1970 to over 53,718 items in 1973. The number of patrons visiting the centers increased from 6,150 in 1970 to 16,063 in 1973.

In essence, the existing intrastate network which had been operative for the preceding eight years was maintained by state effort and continued to serve as a vehicle for providing consultative help to personnel assigned to the Department for Exceptional Children.

The Illinois IMC had developed five special education instructional materials centers throughout the state as indicated in the introduction. Although each center served the needs of special education personnel in a specific geographic area, the intrastate network could not provide direct services to every teacher of exceptional children. Service at the grassroots level had always been the ultimate goal.

A survey, entitled Survey of Instructional Materials in Special Education Districts, made in 1973 by IMC personnel, pointed out the limitations of the special education materials-service centers in the state. Although there were collections of materials throughout local education agencies and special education districts, many special education districts indicated their desire to establish their own instructional materials centers. The ALRC project was planned to provide leadership in promoting local instructional materials center growth. Local instructional materials center development was to be built upon present collections throughout the local education agencies and in special education districts. These collections would be identified through the comprehensive needs assessment, as would the supply of LEA media specialists and others concerned with educational technology and the prescriptive use of materials. Maintaining the IMC regional centers would offer back-up services and viable use of human resources with training, experience, and expertise.

The ALRC assistance to local districts was not financial or administrative as it had been with the IMC centers, nor would there be any written contracts between the Office of the Superintendent of Public Instruction and local instructional materials centers. The assistance and role was to be that of consultation and information. Such consultation on space, funding, materials organization, and professional staff needs had been requested by and provided to districts in Illinois through Illinois SEIMC funding. Visits were made to existing facilities and staff members held numerous planning sessions with school personnel involved to promote local instructional materials center growth and development.

Major Service Needs

The Illinois Comprehensive Survey of 1974 provided the basis for determining the major service needs of the target population. The information obtained was utilized in planning and writing the Area Learning Resource Center #7 federal project. The following conclusions were drawn from the survey:

1. The average number of special education teachers per district or joint agreement increased by about 30 (or more than six percent) from 1973 to 1974.
2. The average number of handicapped students being served per district increased by 130 (or more than six percent) from 1973 to 1974.

3. More than 3/4 of the directors reported having no conveniently located instructional materials center that specifically served special education staff and the same number of directors reported a similiar lack of facilities for handicapped students.
4. Budget information provided by the district superintendents indicated that the median amount allocated for media/materials services per district increased by 6.4 percent from 1973 to 1974 and that the percentages allocated to materials and equipment remained constant at an estimated 80 percent and 20 percent respectively.
5. The method of determining inservice training needs most frequently reported by district superintendents was "requests from teachers."
6. More than half of the teachers of special education and the district superintendents rated the quantity and quality of their collection of instructional materials as adequate or good.
7. Only 23 percent of the teachers reported that their school districts provided a systematic program concerned with media, materials and/or educational technology.
8. Almost half of the teachers reported their major source of instructional materials was an individualual classroom collection.
9. Prescriptive and diagnostic use of media and materials was ranked as the most needed inservice area by teachers.
10. Both superintendents and directors of special education ranked equipment maintenance as the least important media or materials service.

The following recommendations were based upon the study findings:

1. Further investigation should be conducted to determine the extent to which conveniently located instructional materials centers for special education staff and students are needed. Teachers should be the major source of data for this investigation.

2. The problems in securing accurate budget data from directors of special education should be reviewed to determine the ways in which future studies can provide better estimates for expenditures and allocations.
3. Directors of inservice programs in instructional materials for teachers should consider in their program planning the high rankings given by teachers to the need for inservice in the prescriptive and diagnostic use of media and materials and the development of materials.
4. The data files for this study should be maintained for use in data retrieval operations which can provide additional statistics for individual regions.

Section II-B

Project Philosophy, Goals, and Objectives

In 1972 the Office of the Superintendent of Public Instruction established statewide goals (Action Goals for the Seventies, May, 1972. Revised November 1973) that would assure full and equal educational opportunities for all handicapped children and that would provide for the proper and efficient administration of the State Plan. Specifically, these goals stated that by July 1, 1979, full educational opportunities would be assured for all children in programs meeting OSPI established and approved standards. It further stated that local school districts would receive the consultation and leadership from the SEA that would develop and improve special education programs for handicapped children not receiving an education. The programs to be enacted would provide basic reading skills, initiative and guidance with the assistance of reading teachers and librarians to promote skills, motivation and access to materials and media centers. This was consistent with Article 14 of the Illinois School Code which mandated special education (July 1, 1969).

Based on the general philosophy of the comprehensive State Plan, the ALRC project coincided with and encompassed the objectives developed as a result of identified needs in the state, namely to develop and increase the quality, quantity, and scope of educational programs and services throughout the state for exceptional children.

The two surveys identified in the background section of this Report pointed out an increase in the number of special education teachers (20 percent) and the need for more relevant and accessible media, materials and inservice training for all teachers. In addition, the surveys showed a six percent increase in the number of children eligible for special education programs and services, especially those with low-incidence handicapping conditions. Priorities were readily established when 890 of the 1039 school districts stated inservice training was their number-one need.

The Superintendents of Educational Service Regions and the State Advisory Council on the Education of Handicapped Children provided the planning data on enrollments and programs of existing services.

As a result of the mandate, 88 districts/joint agreements developed comprehensive special education services throughout the state of Illinois. The administrative structure provided for including every school district within the state in some type of plan.

According to state rules and regulations, each administrative unit must employ an approved full-time director of special education. In addition, it is possible to employ and to receive reimbursement for approved supervisors for particular specialty areas. All programs must operate within the rules and regulations promulgated by the Illinois Office of Education, Department of Specialized Educational Services (See Appendix C). The revised rules and regulations became effective October, 1974. By this time it had become apparent that reorganizing for children in the low-prevalence handicapping categories would have to be done on a regional basis if the comprehensive services planned for these children were to be delivered.

The state was divided into 13 low-prevalence regions, based upon a population of 200,000 with Chicago as a single district. Monies from Title VI were used with Title I (P.L. 89-313 private and public) funds to regionalize administration, financing and implementation of 13 regional programs for low-prevalence handicaps and for the development of a Regional Educational Media and Information Service (REMIS) component in each region. Legislative action may eventually provide the legal framework by which regional programs for such children can be maintained.

Thus, the local district administrative structures previously described and the 13 low-prevalence regions eventually formed the network of educational personnel through which the staff of the Illinois Office of Education and the Area Learning Resource Center operated. The goal of the ALRC project was to improve the quality of educational programs for these children by assisting with accessibility of materials, improving materials, improving material development, educational technology, training, media and materials information and delivery systems determined by the needs of clients within the 13 special education regions.

Accordingly, each of the 13 regions developed a Regional Educational and Media Information System (REMIS) and appointed at least one person identified as an educational technologist whose responsibilities were to implement an educational media and information system within the region. The lines of communication for the ALRC staff were through the SEA, the regional program, joint agreement and/or district to teachers and children.

The regional administrative hierarchy was built upon existing structures. The REMIS program operated on the premise that local materials centers already existed and in some instances staff was employed in local districts to assist with elements identified in the ALRC workscope. To this end, regional personnel, SEA staff, and ALRC staff acted as coordinators and facilitators.

Priorities in this project were based on needs identified in Region VII. Inservice training received priority attention as 890 districts of the 1,039 in the state identified this (inservice) as the number one, of ten foremost identified needs. Organized groups, with which the Illinois Office of Education worked, provided much direct input in the determination of thrust. Among these were the 200 Illinois adminstrators of special education (local directors), the 13 regional project directors and the 13 educational technologists, the Higher Education Advisory Committee composed of representatives of each institution of higher learning where special education training courses are provided, the State Advisory Council on the Education of Handicapped Children and the IOE Program

Service Teams.

This proposal had SEA approval and support as well as the support of the Higher Education Advisory Committee and the 13 educational technologists in the regional programs (See Appendix F). There was substantial SEA financial assistance as well as Title I, 89-313 and Title VI funds which supported activities contained in the three-year ALRC project.

Objectives in the 1974 ALRC project were as follows:

Objective A. By 1977, the ALRC will have stimulated and/or developed local and state materials center services for 75 percent of the target population by an increase in the loans, accessions, staff and facilities. This was to be accomplished by two plans: mainstreaming the child into regular programs and developing regional programs and services for low-incidence impaired children. For the second plan, close cooperation with the Illinois Regional Resource Center (RRC) project and the state education agency's Department for Exceptional Children become a priority to meet special learning needs of the low-prevalence handicapped.

Objective B. By 1976, the ALRC will have assisted in the development of a SEA plan for materials center services. The first-and second-years' emphasis would be on the metropolitan areas and the third-year plan would emphasize assistance to outpost centers. The plan would establish an agreement among SEA, LEA, and ALRC as to responsibilities, authority, identification of target population, needs, services and programs.

This objective was established as a result of the reorganization of IOE field service units, now called Program Service Teams, whose major responsibilities included consultation with and facilitation of local school district requests and needs for regular and special education services.

Objective C. By 1976, the ALRC will have responded to 85 percent of the requests for consultation from the LEA's on educational technology of special education materials usage to meet the individual instructional needs of each student. To facilitate this objective, a three-way plan emphasized the delivery of information about products and processes on uses of media and materials to regional and state staff. Secondly, the collection of relevant and current information on media, materials and educational technology along with training of IOE staff to keep abreast of new developments was planned. Thirdly, the plan emphasized working with administrative personnel throughout the state at the regional and local level to build the consultative capacity in evaluation, choice and use of special education media, materials and processes.

Objective D. By 1977, seventy-five percent of special educators will have utilized the opportunity to attend workshops and/or conferences on media, materials and processes. Plans were made to enlarge and improve the quality and scope of local, regional and statewide workshops and conferences in three areas: 1) workshops in the low-prevalence areas, 2) workshops for all other catagories, and 3) regional and statewide workshops on teacher inservice training, early childhood, media and materials evaluation, child abuse and neglect and innovative programs and issues in special education.

The conferences and workshops were cooperatively planned and presented with the various sections within the Illinois Office of Education and public and private agencies and organizations in the state.

Objective E. By 1975, the ALRC will have established, utilized and evaluated six strategies for dissemination of information about instructional materials to the LEA's, agencies and institutions and by 1978 all LEA's and appropriate recipients will have access to information regarding the selection of child-use instructional materials. Six strategies involved: 1) compilation of an annotated bibliography of mediated programs for inservice of teachers, 2) critiques of instructional materials on a monthly basis, 3) teacher appraisal of locally used instructional materials, 4) Select-Ed Prescriptive Materials Retrieval

System and 5) teacher-made materials, idea exchange and teacher-appraisal information dissemination through a mediated program.

Objective F. By 1975, the ALRC will provide human resources for reinforcing and training state staff in media, materials and technology until 100 percent of the Department for Exceptional Children staff knows LEA needs. Surveys of staff needs and informal needs assessment methods would be planned and implemented to obtain the objective.

Objective G. Area VI. The ALRC project will be administered efficiently to accomplish the stated objectives, to assure efficient project planning, internal monitoring, reporting, budgeting and network coordination.

Objective H-L. By 1977, assist teacher-training institutions to identify media, materials and educational technology training needs and a survey of existing media training programs to meet those needs would be initiated by ALRC staff. In cooperation with the SEA, LEAs and other agencies and institutions, teacher-use materials, training packages and programs designed to increase preservice teacher competency in selecting, using and evaluating instructional materials would be identified and available to meet the training needs of Illinois educators, student teachers and faculty working with the handicapped.

Project Modifications 1975-1977. The following major project modifications were implemented during the three-year ALRC project. Objectives A and B which were to assist in the development of IOE planning and information dissemination for LRC services were superceded in 1976-77 by state plans to implement P.L. 94-142 within the state. At the same time, the Illinois Office of Education was involved in an extensive internal reorganization that involved ALRC staff in identifying future priorities and organizational interrelationships. LRC services were modified to include the development of training, guidelines, and field testing of the Individualized Educational Program (IEP) requirements to implement the P.L. 94-142 federal mandate by October 1, 1977.

Objective C was modified to incorporate organizational and personnel changes to include the newly established Program Service Teams, Illinois Resource and Dissemination Network (IRDN), the Media and Resources Center (Marc), and the Program Planning and Development Section (PPD). Further modifications included changing IOE/ALRC information dissemination activities whereby products such as printed curriculums, bibliographies, publications, etc., were transferred to the REMIS regional projects for future dissemination responsibility to the local level.

In Objective E, full implementation of the NIMIS project was somewhat delayed. A new assistant superintendent had been appointed and was involved in developing an inhouse/inservice program that involved the entire agency. ALRC liaison activities with new sections and staff, because of the reorganization, and an agency-wide move to a new facility required extensive effort in order to reestablish lines of communication for implementing the NIMIS project.

Objectives H-L. The National Center for Educational Media and Materials for the Handicapped (NCEMMH) was delayed in developing and disseminating a national needs assessment instrument resulting in modifications to develop one within the state. In addition, depletion of ALRC staff resulting from transfers and resignations along with an agency-wide hiring freeze, necessitated postponement of some strategies.

Section II-C Project Organization. The implementation and administration of the ALRC project in Illinois became the responsibility of the Materials Development and Dissemination Section (MDD), a unit within the Department of Specialized Educational Services of the Illinois Office of Education. The Materials Development and Dissemination Section has three major responsibilities: 1) Depository of Visually Impaired Materials and Services, 2) Inservice training, and 3) ALRC Project, (See Appendix D). The ALRC project included 6.5 FTE professional positions and 7 FTE support positions, for a total of 13.5 positions. Position titles were as follows:

Director .5 ALRC
Assistant Director - .5 ALRC
Educational Specialist - 5.5 ALRC
Inservice Trainer - State
Account Technician - 15 ALRC/State
Evaluator - .5 ALRC/State
Secretaries 1.0
Support - 6.0 ALRC

The ALRC organizational diagram and discriptions of the major responsibilities of each position provides an overview of the project's internal structure (See Appendix E).

REMIS Organization

An integral part of each of the 13 Regional Special Education Programs is the Regional Educational Media and Information Service. REMIS serves as a vehicle for information collection, retrieval, and dissemination as it relates to inservice training, curriculum development, adaptation and development of materials, or physical access to materials (See Appendix F). The REMIS component was developed under the leadership and direction of the ALRC project to serve the unmet training, media and materials, and information needs of teachers in local school districts, joint agreements and public and private facilities serving handicapped children. One educational technologist (later called REMIS coordinator) was employed to carry out the activities outlined in the REMIS workscope (See Appendix F) that related to the expressed needs determined within each region. Each REMIS developed, in varying degrees, the capacity for providing:

Information dissemination, systematic inservice training programs, curriculum development, development of new materials, and physical access to materials.

The project directors and the educational technologists worked cooperatively with the IOE/ALRC staff to develop an intrastate capacity to meet the media, materials and technology needs of the educators in the state. The REMIS/ALRC together formed the base of the intrastate network of operations and planning. The REMIS administrative structure, based on BEH guidelines, was used in lieu of metro areas and each region contained a metro area and a state university. Each region was encouraged to work with the IOE and with one another. This structure will continue to function as a result of ALRC intrastate development efforts and funding.

Internal Interface Structure

The ALRC staff developed formal and informal procedures for communication and coordination with other IOE sections, departments and programs. Each ALRC staff person was assigned particular strategies in the project. At the beginning of each project year, formal invitations were sent to appropriate personnel for the purpose of planning and incorporating special education activities with regular education plans, sharing the work and exchanging information for more efficient implementation of the strategy. This resulted in a close working association, thereby developing more informal procedures of ad hoc meetings and telephone consultations. ALRC strategies for interagency communication and coordination were implemented throughout FY 76-77. The same interface procedures have been developed with PPD, PST's, IRDN, MaRC, and all Specialized Educational Services Sections in implementing and coordinating the P.L. 94-142 IEP guidelines (See Appendix G).

Letters and memo's from various Illinois Office of Education sections and regional project personnel document sucesses and/or satisfaction and reflect the degree to which interfacing efforts of ALRC staff have been implemented and/or effective within the agency and throughout the state (See Appendix H).

II. STATEMENT OF WORK

D. Regional Data - Workscope Element Level

This section of the F.T.R. will describe the major activities of the individual workscope elements, the results and/or conclusions, the products developed and the impact of those activities based on changes in service delivery capabilities.

WORKSCOPE ELEMENT 1A

ASSIST STATES IN LOCAL AND STATE MATERIALS CENTERS STIMULATION OR DEVELOPMENT

1. Element Statement: 1A-01

Acquire and disseminate data on SEA, LRC, and ALRC resources and services.

The state of Illinois had two alternative plans for meeting the needs of special education: mainstreaming the special child into regular or standard educational programs and developing regional services for low-incidence handicapped children. The ALRC project addressed both needs by providing close cooperation with the Illinois RRC and with the Department of Exceptional Children, now called Department of Specialized Educational Services.

The activities in workscope element 1A-01 addressed the collection of information and data for dissemination and use in all regions. The development of awareness materials, resources, services and their dissemination was effected. Technical assistance and support were provided to each REMIS to stimulate the development of local LRC's with additional services aimed at expanding existing local or regional LRC's.

2. Major Activities: 1A-01

In FY 74-75, a statewide comprehensive needs assessment survey was conducted and follow-up information disseminated on existing state resources and needs related to existing special education media, materials and training services. Results of the survey were made available to universities and colleges in Illinois, to SEA staff, and school administrators for planning purposes. At the regional level, needs assessments were completed by the 13 Regional Educational Media and Information Services (REMIS Coordinators). With data from the comprehensive and regional surveys, the ALRC staff assisted in the development of the Title VI State Plan and the REMIS network. To more appropriately and effectively utilize SEA resources during FY 75, ALRC staff established liaison with the following IOE sections and departments, attended and/or initiated meetings and disseminated ALRC information: Title VI, Title I, Title IV, Media and Resources Center (SLRC), IOE Information Center, Illinois Resource and Dissemination Network (IRDN), Department of Adult, Vocational and Technical Education, Program Service Teams, Program Planning and Development, Educational Television (ETV/ITV), and all sections within the Department of Specialized Educational Services. The development of new lines of communication resulted in a more comprehensive utilization of IOE resources, in supporting services to the 13 Regional Special Education Programs through the REMIS.

The ALRC staff provided consultation and assistance to the 13 REMIS programs in planning and conducting workshops in their regions for Title I teachers, administrators, aides and parents. A slide/tape presentation, a brochure, and a display about ALRC services were developed and presented at 35 workshops that involved 1,622 participants. Two hundred and one information requests from the REMIS coordinators were received and answered through the services of the ALRC project.

As the IRDN project was being developed at IOE in FY 76, a staff member coordinated the training of the Program Service Teams (PST) on the dissemination of the system to the field. PST's were instrumental in collecting information about local special education resources and services for inclusion into the IRDN system. In addition, 100 special education personnel were trained by the ALRC staff in the use of the IRDN system. A bimonthly information exchange was developed and disseminated to REMIS Coordinators in each region which provided information about the collected resources and services. The bimonthly exchange also included listings of ERIC and NIMIS searches. The staff prepared and disseminated all publications and sent these products to the ERIC system. Assistance was provided to the SEA in writing the Full Educational Opportunities Goal and Timelines Section for the State Plan, the School Code and the Rules and Regulations Governing Special Education in Illinois. The staff also assisted in the review of the federal hearings on the new mandate.

A staff member assisted in the planning of five regional public hearings on career education, coordinated the initial phase of a state plan for career education, provided consultation to SEA staff in expanding the Teacher's Handbook and developed inservice training strategies for its utilization.

In the final project year, 3,282 items of information regarding ALRC/SEA services were disseminated, 204 information requests were honored, and 321 project surveys were collected and validated for placement in the Illinois Resource File (IRF) developed by the IRDN project.

Products: Slide/tape presentation: "ALRC Today"
ALRC Informational Flyer
ALRC portable exhibit
Comprehensive Survey
Comprehensive Survey Report - ALRC #7

3. Results/Conclusions/Impact: 1A-01

A comprehensive statewide system, the Illinois Resource and Dissemination Network, now exists and includes national, state, regional and local special education resources and services and is available to all special education personnel in the state. The delivery system, REMIS, developed by the ALRC project is in place and operating in each of 13 regions, and is currently utilizing SEA, ALRC, SLRC and NIMIS services. Communication lines within the Illinois Office of Education have been developed and strengthened between many sections and departments, and more effective and coordinated utilization of IOE resources and services has resulted.

4. Recommendations: 1A-01

The continued retrieval and dissemination of special education related resources and information is recommended through the IRDN project. Plans should be developed to expand this capacity for services to the states' special education personnel and to support the ongoing training of the five Program Service Teams as implementers of the system. Activities and products to support the system and its implementers need to be developed to promote awareness and the expanded use of the system's fullest potential.

The REMIS network should also be further utilized for information dissemination and continuous training for the REMIS Coordinators should be effected and kept current on all phase of the IRDN system.

Products already developed and in the process of development through ALRC efforts should be entered into the IRDN system for statewide dissemination.

1. Element Statement: 1A-02

Assist in development of new LRC's.

The needs assessment completed in FY 75 indicated that 61.5 percent of Illinois' special education teachers did not have access to adequate local teacher resources or development opportunities (teacher centers). This need was further established by requests for assistance in teacher center development from several school districts in 1975. The ALRC project planned activities that would produce consultation and information capabilities space, funding, program development based on needs assessment, and training techniques in workshop delivery. Relevant to this workscope element, the Illinois Office of Education, as a member of the Upper Midwest Regional Interstate Research Project (Title V, ESEA), was awarded the Teacher Center Communication Program in FY 76. These activities coincided with the ALRC goal to assist the SEA in developing the capability to provide technical assistance to the RLRC's on local teacher center development (LLRC).

2. Major Activities: 1A-02

The ALRC project provided support and technical assistance to LEA's and RLRC's who requested it on the stimulation and/or development of new or existing local learning resource centers for teachers. Activities included liaison to approximately 25 Illinois teacher center directors during the years of the ALRC project. The information collected for 1A and 1B on special education programs, materials, publications, and REMIS resources and services was disseminated monthly to RLRC's and LLRC's as well as information on national and state center developments, legislation and resources. Two mediated packages on the teacher center model were developed by members of the ALRC and Program Service Team staff. A portable exhibit was developed depicting teacher centers in Illinois. Materials on the LLRC model were disseminated to 546 schools, universities, SEA's, and teacher resource centers in the six upper-midwest states.

A Reading Resource Guide on Teacher Centers was developed and disseminated in Illinois. A publication, The Teacher Center in Illinois, A Different Way to Grow, was developed and disseminated to 50 SEA's and 13 ALRC projects and 800 educators in the upper-midwest.

Ten presentations on the Illinois teacher center model were presented by PST's and ALRC staff in FY 75-76. Requests for teacher center information were received and honored from 16 Educational Service Region Superintendents (SESR), 44 Title IV directors, and five special education directors. A presentation was made on the Illinois teacher center model at the First National Teacher Center Institute, Washington, D.C. in May of 1976. Two conferences were conducted on the teacher center model. See 1-C and 1-D.

Products:

An Overview of Teacher Centers in Illinois
The Organization and Funding of Teacher Centers
Portable exhibit on teacher centers.

3. Results/Conclusions/Impact: 1A-02

An awareness has been developed in Illinois regarding the teacher center model through materials development and dissemination efforts for special and regular educators and administrators. Teacher centers have been established in cooperation with REMIS in Edwardsville, Decatur, and Skokie. REMIS coordinators in six regions have initiated satellite centers and have presented workshops on LLRC development. A survey was completed that identified teacher centers in Illinois and in five upper-midwest states.

4. Recommendations: 1A-02

It is recommended that planning and development activities be coordinated within the SEA to fully utilize the funding available in the new teacher center legislation, P.L. 94-482.

1. Element Statement: 1A-03

Support and expand existing LRC Services

The SLRC and the 13 established REMIS programs (RLRC's) form a network through which IOE efforts and activities can be coordinated and implemented. These efforts reflect the leadership and support of the ALRC project in expanding existing LRC services. In cooperation with the Pupil Personnel Section within IOE's Department of Specialized Educational Services, two model projects, Professional Development Centers (PDC's), have been established (See Appendix I). Activities for center expansion and support have also been coordinated with preservice special education personnel in colleges and universities. Existing regional centers for math, music, and environmental curriculum development have been included in ALRC services delivery efforts.

An amendment to the FY 77 ALRC project redirected certain strategies in this workscope element. With the 1976 mandate of P.L. 94-142, comprehensive efforts were implemented toward coordinating full compliance of the law in Illinois with the SEA.

2. Major Activities: 1A-03

The 13 Regional Special Education Programs were established in September of 1974 with a Regional Educational Media and Information Service component required of each program. The ALRC staff maintained a close working relationship with the REMIS Coordinators throughout the entire three years of the project. Monthly visits to the REMIS were made during the first year. Twenty-four information packets were developed and disseminated to REMIS (See IE). Monthly inservice training meetings were organized and conducted throughout the first two years and bimonthly meetings or workshops were completed in FY 77 for the purpose of coordinating information, training and services for the

REMIS coordinators. In addition, 52 RLRC personnel were provided with training materials and training strategies to implement P.L. 94-142 within their regions. A total of 294 requests for technical assistance , NIMIS searches, and/or information were honored for the REMIS coordinators. Activities were coordinated and completed with a statewide Media and Materials Committee that developed guidelines for IEP media and materials identification, retrieval and training systems. The RRC consultant in cooperation with the ALRC/IOE staff developed interim guidelines for implementing the IEP and conducted a field test in three school districts. Data was collected and incorporated into the guidelines and disseminated throughout the state. An inservice training package was developed relevant to implementing full compliance with P.L. 94-142.

Additional activities for LRC expansion services included 16 units for management information, 63 units for materials development and 10 units of expansion efforts.

Products: A Teacher Training Program on P.L. 94-142 for Special Educators and Media Specialists
Illinois Interim Resource Manual For Preparing Individualized Education Programs

3. Results/Conclusions/Impact: 1A-03

The planning and training strategies for implementing P.L. 94-142 in Illinois have been completed and disseminated to the SLRC and RLRC. Materials in the form of interim guidelines have been disseminated in a statewide administrators training effort. The state's special education programs are approximately 85 percent of the way toward full compliance with P.L. 94-142 as a result of ALRC/SEA/RRC coordinated efforts. Two model demonstration centers for professional development have been established in Arlington Heights and Cahokia, Illinois respectively. The delivery system developed as a result of this effort will provide the capability for future expansion of LRC services.

4. Recommendations: 1A-03

In order to meet the mandates of P.L. 94-142, a team of IEP trainers needs to be developed utilizing the present REMIS/PST statewide structure. A more consistent training effort could be made by a team in each region that would reflect particular needs or sophistication of each region. A team training approach would build stability and continuity and maintain the the effort should attrition reduce the original team. Members of the teams should include PST's, REMIS Coordinators, IOE staff, public and private agency staff and IHE personnel.

WORKSCOPE ELEMENT 1-B

PROVIDE TECHNICAL ASSISTANCE TO SEA's IN STATE PLANNING OF INTRASTATE MATERIALS

1. Element Statement: 1B-01

Identify state resources and needs relative to LRC services.

The activities addressed in workscope element 1B were concluded in the first two project years.

2. Major Activities: 1B-01

In FY 75, the SEA/ALRC coordinated activities for the establishment of thirteen regional programs supported by P.L. 89-313 and Title VI-B monies. Each program supported educational programs for the low prevalence handicapped population in their region and a REMIS component that developed an intrastate capacity currently providing for the media, materials and educational technology needs of special educators in the regions.

The ALRC staff provided technical assistance to the thirteen REMIS coordinators by generating 365 documents in FY 75 and 496 documents in FY 76 containing information about media, materials, programs and technology for the handicapped. A total of 11, 193 items of information were provided.

The major activities of identifying and disseminating resources and services occurred in the first two project years. In the third year, approximately 14,850 directories, reports, items of information and IOE publications were disseminated to the REMIS programs in a phase-out of this activity. There were no activities reported in Workscope Element 1B in FY 77.

The ALRC staff responded to a total of 922 contacts consisting of on site assistance visits, telephone, and mail requests to the REMIS Coordinators during the three project years. There were 540 contacts of this nature during FY 75 and 382 in FY 76. In FY 77, ALRC staff began forwarding all patron requests to REMIS coordinators for their direct response to educators in their regions, thereby providing closer access to media/materials information and training.

3. Results/Conclusions/Impact: 1B-01

Direct IOE resources, publications and services to patrons were compiled and documented and a plan developed and implemented to refer all future requests and contacts for special education information to the REMIS programs. A decentralization of this service has occurred. The ALRC staff continued to provide consultation and research services to REMIS as backup service and support. One profile of regional services and products was developed, disseminated and updated by ALRC staff. An exchange of regional brochures, services and materials catalogues was a continuous activity of the REMIS programs. Yearly needs assessments were conducted in the regions that provided planning information on future training and materials needs. The IRDN project has assumed the responsibility for future development and delivery of IOE profiles, however, an interim period existed whereby lack of staff and funds halted progress.

Products: Special Education Vertical File

4. Recommendations: 1B-01

A special effort should be made to support the ongoing development and updating of the IOE resource profiles. The IRDN computer retrieval system requires a backup system that should contain actual printed copies of media, materials and educational technology information for ready access.

1. Element Statement 1B-02-2

Provide state network delivery system models

2. Major Activities: 1B-02-2

The ALRC project in Illinois developed and implemented the REMIS delivery system model in cooperation with the 13 Special Education Regional Programs in FY 75. The major work was completed in the first two years of the project. Guidelines for the REMIS delivery model were developed and disseminated throughout the state.

The IOE staff was trained in the scope and use of the REMIS service model. Twenty-seven ALRC visits were made to REMIS programs in FY 75 and 42 in FY 76 relevant to establishing the system. Twelve monthly meetings were held for the REMIS coordinators in both FY 75 and 76. Bimonthly meetings were held in FY 77. Two graduate courses were provided to REMIS coordinators in cooperation with Illinois State University, Normal, Illinois.

Information and training was developed and disseminated on a delivery system model at the local level, namely, the teacher center. The Professional Development Center model is currently being evaluated.

3. Results/Conclusions/Impact: 1B-02-2

One statewide delivery system for regional LRC services was developed and disseminated. The model was incorporated into 13 regional programs and supported for three years by the ALRC project. Approximately 89 percent of REMIS users surveyed indicated that the delivery system should be expanded or maintained.

Inservice training on the use of the delivery system for regional LRC services was developed and disseminated to all relevant IOE groups, local school districts, colleges and universities and public and private institutions serving the handicapped. All 13 special education project administrators surveyed, reported that new capabilities for resources and services have been established or expanded and the model was effective and productive.

Two regional delivery system models, (Professional Development Centers) have been developed and disseminated statewide. These models include regular and special education resources, personnel and programs and focus on delivery processes.

One local delivery system model was identified and disseminated that has resulted in three REMIS teacher centers established and six REMIS satellite centers under development. The dissemination of this model to 75 ALRC staff members nationwide has developed an awareness of the Illinois teacher center model.

4. Recommendations: 13-02-2

The delivery system models developed and established in Illinois should be continued and expanded to include other consultants and resources appropriate to the models. The refinement of the models needs continued planning and a process developed to effect a more cohesive brokerage system on a statewide basis. The data collection system should be further developed and the total system monitored and evaluated periodically to aid in the fullest potential utilization of the models.

1. Element Statement: 1B-03

Assist SEA in establishing state plans for LRC services

2. Major Activities: 1B-03

The Illinois Office of Education completed an extensive internal reorganization in FY 75-76. State plans for LRC development included research on the feasibility of intermediate school district organization, compilation of information on legislation and the development of a report exploring the total state plan. The report was disseminated statewide. Feedback and further refinement of the report is expected in FY 78.

Revisions to A-160, the State Plan, were made by ALRC staff. The objective to effect state plans for additional funding was superceded by plans to implement P.L. 94-142 within the state. A structure for implementing 94-142 and the State Plan was developed by ALRC/SEA staff. Interim guidelines for implementing P.L. 94-142 and the Individualized Education Program (IEP) have been developed and disseminated. Training efforts have been implemented on a region-by-region basis.

3. Results/Conclusions/Impact: 1B-03

The ALRC project in Illinois has been involved in coordinating P.L. 94-142 and the State Plan with SEA staff. The ALRC in cooperation with the Regional Resource Center staff has developed interim guidelines for implementation of the 94-142 mandate in Illinois.

4. Recommendations: 1B-03

The agency study of a regionalization model for delivery of services to the handicapped should be continued with possible legislative action in the future. The DSES efforts to identify and resolve current and future issues and plans should be implemented and a system developed for intradepartment communication of these issues and plans.

WORKSCOPE ELEMENT 1C

PROVIDE SEA's AND LEA's CONSULTATION ON EDUCATIONAL TECHNOLOGY OF SPECIAL EDUCATION MATERIALS USAGE

The goal of the ALRC project relevant to workscope element 1C was to decentralize consultation services to LEA's and implement a system whereby these services would become the responsibility of the REMIS programs (RLRC's). The ALRC and IOE staff would develop expertise on the delivery of information about products and processes and workshop delivery skills on the uses of media and materials. The collection of information on the consultation needs of the state, regional and local staff became a priority based on the increase in the number of requests, the scope of the requests and their assessment of past and current unmet needs.

In January of 1976, the Illinois Office of Education implemented a new administrative structure whereby the state was divided into five geographic regions. A team of generalists was assigned to serve each region to act as advocates for local school districts in all matters. These five teams were supported by Program Planning and Development and Materials Development and Dissemination (ALRC included) sections of the Illinois Office of Education. The teams were supported and trained by ALRC staff. Special education resources were identified, catalogued and stored via the IRDN project and retrieved upon request for state, regional and local staff consultation. This system, the Illinois Resource and Dissemination Network, which parallels the NIMIS system, incorporated ALRC/REMIS staff in the development of the total statewide system.

The Regional Resource Center in Illinois, administered through Peoria Public School District #150, provided consultation services relative to materials usage, and the state office provided the dissemination services for information emanating from the RRC.

1. Element Statement 1C-01

Provide consultant services on educational technology related to special education materials usage.

2. Major Activities: 1C-01

The ALRC staff provided consultant services to and for the IOE for FY 75 and 76. This was facilitated because ALRC staff was part of and responded to requests to the Department of Specialized Educational Services of the Illinois Office of Education. Requests answered for consultant service to and for the IOE numbered 2,605 in FY 75 and 1,800 in FY 76. This ALRC/IOE service was transferred to the REMIS programs as a regional responsibility in FY 77, however, some 943 requests were subsequently answered in the final project year. These figures represent ALRC response to individual requests by mail, telephone and personal contracts from SEA, LRC, and LEA clients. Approximately 3,000 publications were mailed in response to these requests on a monthly basis for the first two project years.

Information was collected, stored, and disseminated on information retrieval systems, media and materials usage, evaluation of materials, methods, training, and products developed by SEA's and ALRC's around the country.

Inservice training was provided for ALRC/IOE staff, and 110 state, regional, and national meetings were attended in FY 75 to keep ALRC staff abreast of current developments in the selection, use and evaluation of instructional materials. Thirty-five of these were IOE sponsored and/or initiated.

The requests for ALRC consultation from the SEA, LRC, and RRC resulted in the following completed, major activities in FY 76-77:

1. Planned and conducted training sessions on the IRDN project.
2. Consulted with and determined the materials needed for training sessions.
3. Coordinated the selection and purchase of $5,000 in child-use instructional materials with the RRC staff and clients.

1. Element Statement 1C-01

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2. Consulted with and determined the materials needed for training sessions.
3. Coordinated the selection and purchase of $5,000 in child-use instructional materials with the RRC staff and clients.

4. Conducted searches for materials/information with assistance from NIMIS SO_4, ALRC and IRDN systems.
5. Provided consultation to DSES on implementing P.L. 94-142.
6. Reviewed proposals for training of administrators.
7. Assisted in five regional public hearings on career education.
8. Provided consultation for expanding Teacher's Handbook on career education and developed inservice training strategies for its utilization.
9. Wrote article about the statewide information network for "Illinois Libraries".
10. Assisted in development of intersectional reorganization for the Department of Specialized Educational Services.
11. Coordinated the "Teacher Center Communication Program" that involved conducting a survey of six upper-midwest states, facilitating a formal conference and writing a handbook on Illinois' teacher center development.
12. Provided continuous special education related consultation to the IOE.
13. Provided consultation to Program Planning and Development section on the development of the media and materials guidelines required for implementing P.L. 94-142.
14. Coordinated development of a graduate course/teacher training package through ALRC/PPD cooperative efforts.
15. Ongoing consultation has been initiated and/or provided upon request for three years of the ALRC project to the Regional Resource Center staff, REMIS coordinators, special education directors, regional special education project directors, Professional Development Center staff and other regional or state special education committees or task forces.
16. Coordinated the development of 16 publications with IOE staff on topics related to special education media, materials, educational technology and services.

Products:

A Curriculum Guide for the Development of Body and Sensory Awareness for the Visually Impaired
A Teacher's Handbook on Career Development for Students with Special Needs: Grades K-12
Early Childhood Education for Diversely Handicapped Children
Final Technical Report
Listening: A Curriculum Guide for Teachers of Visually Impaired Students
Listening: Videotape to accompany Curriculum Guide
Preschool Learning Activities for the Visually Impaired: A Guide for Parents
Preschool Learning Activities for the Physically Disabled: A Guide for Parents
Pots and Pans
Resource Manual for Counselors of Visually Impaired Students
Selected Materials to Supplement Educational Prescriptions
Services for Post High School Students
State of Illinois Services for the Blind and Visually Impaired
Teacher to Teacher: Materials for the Severely/Profoundly Handicapped
The Teacher Center in Illinois: A Different Way to Grow
The Teacher Centers in Illinois: An Overview

3. Results/Conclusions/Impact: 1C-01

ALRC consultation services to IOE personnel have resulted in improved communication lines and cooperation within the agency for the support of media and material needs of the handicapped. Programs to develop career education and library and media centers received special attention and support from the Program Planning and Development section. The PST's have improved capabilities to deliver special education related information and services to the field as a result of ALRC training efforts. Closer cooperation with IOE departments has also resulted in the implementation of P.L 94-142 training strategies and has produced a statewide ripple effect in speeding full compliance with the law.

Implementation of IRDN services to special educators has been facilitated more effectively because of ALRC input activities, however, special education data and materials in the manual retrieval system have not been coordinated, catalogued or utilized. This has had an adverse effect on the quality of service provided to the RLRC, teachers and ALRC staff. An ALRC staff member has provided assistance in coordinating the IOE career education program. This has resulted in the development of a state plan that has included media and materials for the handicapped and inservice and preservice teacher training components.

An ALRC staff member has improved services to approximately 36 teachers of severely/profoundly handicapped children through consultation, purchase of supplemental materials based on educational prescriptions and through facilitation of teacher training packages to teachers.

Eight ALRC staff members have provided coordination to the IOE in the development of 16 publications or products identified on the preceeding page.

4. Recommendations: 1C-01

Continued coordination of special and regular education resources and materials within the IOE is recommended. These efforts should be linked to the Department of Specialized Educational Services reorganization. In addition, the ALRC staff has recognized a need for Department of Specialized Educational Services to provide more leadership and direction for Regional Special Education Programs.

Guidelines relevant to role identification and responsibility would add to the stability of delivery of services statewide. The guidelines should be general enough to allow for regional adaptation. The low-incidence consultants in particular could be more efficiently utilized if there was some consistancy in their role. As statewide resource consultants, they could be a planning group for conferences, for the identification of teacher needs and for their own role development and inservice training.

1. Element Statement: 1C-02

Develop and maintain consultant registry.

2. Major Activities: 1C-02

Plans were initiated in FY 76 to produce and disseminate a consultant registry in cooperation with the Illinois Resource and Dissemination Project (IRDN). A Human Resource Identification Survey form was developed and disseminated to approximately 300 special education consultants in Illinois. The IRDN project has assumed responsibility for this workscope element in the future.

Product: Human Resource Identification Survey

3. Results/Conclusions/Impact

Through the efforts of ALRC staff, the development of a consultant registry has been initiated. The impact of this service will not be known until the full utilization of the registry is implemented through the IRDN system.

4. Recommendations: 1C-02

The service provided by the completion and update of this product would be a valuable one to administrators. Requests for consultants continue to be received from RLRC's and LEA's.

WORKSCOPE ELEMENT 1D

DEVELOP CAPACITY FOR CONDUCT OF (OR PARTICIPATION IN) MEDIA AND MATERIALS CONFERENCES AND WORKSHOPS

1. Element Statement: 1D-01

Conduct, participate and attend workshops, conferences and other media and materials training.

A major goal relevant to this workscope element has been to bring teachers together who work in isolation or in rural areas of the state to stimulate awareness, provide in-depth training and develop skills that will have impact in classrooms. Statewide conferences and workshops have become a tradition in Illinois and are organized to involve over 12,000 approved and reimbursed professional special educators. The ALRC project staff has included personnel from other public and private agencies and institutions as well as from organizations serving children in specific areas of exceptionality. In FY 76, media mini-workshops were initiated and supported by the ALRC project and implemented by the REMIS coordinators. Evaluation reports showed that not only were they well attended, but that the outcomes were productive.

2. Major Activities: 1D-01

In FY 75, the ALRC staff conducted 13 major conferences and workshops, assisted with 14 and attended seven others. Records are not available on the number of participants.

In FY 76, 41 conferences and workshops were conducted with a total of 3,109 educators in attendance. Assistance in 23 media and materials conferences was provided with a total of 11,279 participants. In addition, 42 conferences were attended and 33 presentations made by ALRC staff. Media mini-workshops were initiated in FY 76 and 1,035 educators attended 39 regional or local workshops coordinated by ALRC/REMIS staff. These workshops were held in the afternoons, evenings or Saturday mornings and ranged from two to three hours in length. ALRC staff located consultants and provided financial support.

The ALRC project conducted eight media and materials, statewide or regional conferences in FY 77. The total number of participants was 1,978. Staff assisted in 21 workshops that involved 884 teachers, attended 11 and presented 33 sessions on media and materials for the handicapped. The complete listing of conferences and workshops, including dates, number of participants and places can be obtained by referring to ALRC #7 quarterly reports for FY 76 and 77. The major statewide conferences conducted by ALRC staff during the three project years are in the following composite:

Institute for Teachers of the Visually Impaired	FY	75	76	77
Media Conference for Teachers of the Hearing Impaired	FY	75		77
Orthopedics Conference	FY	75	76	77
Music for the Special Child	FY	75		
Good Teaching Practices Conferences	FY	75	76	77
Each One, Teach One	FY	75		
LEA Media Workshops	FY	75		
Early Childhood Conference	FY		76	77
Teacher Center Conference	FY		76	77
Educators of Severely/Profoundly Handicapped Conference	FY		76	77
Mini-Workshops	FY		76	77

Products: The Severely and Profoundly Handicapped Child: Proceedings of the 1977 Annual Institute for Teachers of the Severely and Profoundly Handicapped

The Midwest Regional Teacher Center Conference Proceedings

3. Results/Conclusions/Impact: 1D-01

Evaluations resulting from conferences and workshops indicate that a majority of teachers of low-incidence handicapped children were involved in these activities. At least 50 percent of those in attendance reported that they utilize some of the methods, materials or information obtained as a result of these training efforts. Evaluations indicate the need for more specific and intensive media and materials emphasis in the low incidence areas. The conferences provide valuable data for the assessment of present programs and for future planning activities. In addition, members of conference planning committees receive recognition and develop organizational skills and expertise. National experts provide opportunities for participants to exchange and explore relevant educational issues.

4. Recommendations: 1D-01

Statewide conferences and workshops have been steadily improving in scope and quality. The wealth of materials resulting from them have not been fully collected, disseminated or utilized. Evaluation assessment procedures should also be addressed to assist in planning.

Regional low incidence coordinators and PST's, as well as REMIS coordinators, should be involved in planning future training efforts. It would follow state planning to have the responsibility for statewide conferences and workshops transferred to the Regional Special Education Programs and coordinated with appropriate PST staff.

WORKSCOPE ELEMENT 1E

DEVISE AND EXECUTE A PLAN FOR DISSEMINATION OF CHILD-USE INSTRUCTIONAL MATERIALS-RELATED INFORMATION TO SEA DESIGNATED RECIPIENTS

1. Element Statement: 1E-01

Disseminate NIMIS-derived child-use materials information.

2. Major Activities: 1E-01

In FY 75, the dissemination of child-use materials information was conducted through staff searches upon request from the RLRC's. NCEMMH activities in FY 76 provided a computer-based terminal installation in the Illinois SLRC. In FY 77, 315 NIMIS-derived child-use materials information requests were referred to the REMIS and 297 out-of-state requests were completed. NIMIS search files were updated and all NIMIS researching activities were transferred to the IRDN.

For the past three years, the printing of a publication, Teacher-Made Materials, a compilation of child-use materials ideas, has been coordinated by ALRC staff.

Products: Teacher-Made Materials
NIMIS Searches Lists

3. Results/Conclusions/Impact: 1E-01

The intent of the ALRC project based on state plans was to decentralize information services to the LEA's utilizing the REMIS structure and the PST's. An awareness has been established regarding the Illinois information services network. The ALRC staff has coordinated the activities that produced this awareness statewide. Documentation of the number and topics requested for FY 77 can be found in Appendix M.

4. Recommendations: 1E-01

The activities and products relevant to this workscope element have been transferred to IRDN without loss of service to teachers. The NIMIS/IRDN structure combined with local resources has the capability to meet teacher needs at this time.

Plans for future financial support and program development for the IRDN system have been made. This structure needs further refinement and the Department of Specialized Educational Services coordination efforts should be continued with the system.

WORKSCOPE ELEMENT 1F

PROVIDE HUMAN RESOURCES FOR REINFORCING STATE STAFF IN MEDIA, MATERIALS AND TECHNOLOGY SERVICES DEVELOPMENT

The Illinois Office of Education completed an agency-wide reorganization in 1975 that included a new system of communication and staffing. Substantial changes have occurred, such as the new role of the Program Service Teams, the development of the Media and Resources Center (SLRC), and the addition of the NIE computer dissemination system, IRDN. This workscope element attempted to support and expand IOE activities for the handicapped.

1. Element Statement: 1F-01

Provide Information on Media, Materials, and Technology Service Development

2. Major Activities: 1F-01

Regularly scheduled in-house/inservice sessions were coordinated by ALRC staff relevant to special education in FY 75. With the reorganization, a master inservice plan was developed for the entire agency. In FY 76, 396 service development information requests were honored. As a result of ALRC staff coordination of the Teacher Center Communication Program, 600 packages of service development information were disseminated. Resignations and attrition of staff caused cancellation of some activities.

1. Element Statement: 1F-02

Assist SEA's in Media, Materials and Technology Service Development

2. Major Activities: 1F-02

Activities for this element were amended from working with the MaRC to the Illinois Resource and Dissemination Network (IRDN). A contractual employee was funded by Title VI-B to develop the Special Education Resource File in conjunction with IRDN. Six information system requests were completed for the IOE.

No additional activities have been reported to date.

3. Results/Conclusions/Impact: 1F-01-02

With the reorganization of the IOE, activities under this workscope element have been difficult to assess. In addition, lack of staff has resulted in no progress in some areas.

4. Recommendations: 1F-01-02

Provide backup of media, materials and technology services to meet IOE personnel needs. The ALRC staff should continue to utilize the skills developed as a result of the strategies. The adoption or implementation of newly developed approaches and techniques should utilize the service delivery structures now in place, namely, REMIS, IRDN, PST's, PPD and others.

WORKSCOPE ELEMENT 1G

ACT AS THE INTERFACE BETWEEN THE LOCALLY EXPRESSED NEED FOR MATERIALS INFORMATION AND MATERIALS LOAN AND THE ALRC/NCEMMH/SO RESOURCES FOR MEETING SUCH NEEDS

1. Element Statement: 1G-02

Provide access to LRCP services at SEA or SLRC request

2. Major Activities: 1G-02

The ALRC staff has responded to all network services available through SEA or SLRC. In FY 75, 39 requests were completed. Requests honored in FY 76-77 numbered 24 and 27 respectively. Information about NIMIS and SO_4 has been disseminated to all potential users through the SLRC/ALRC/REMIS network.

The NIMIS Standing Committee meetings were attended by ALRC staff.

3. Results/Conclusions/Impact: 1G-02

Inservice training on LRCP services and the total NCEMMH structure was provided to IOE and REMIS personnel. An awareness exists on network services evidenced by continued requests for information.

4. Recommendations: 1G-02

The recommendations for this workscope element will be contingent upon future Department of Specialized Educational Services organizational plans. Continued liaison efforts, however, with the NCEMMH/NIMIS/SO network is recommended.

WORKSCOPE ELEMENT IIA

IDENTIFY NEEDED INSTRUCTIONAL MATERIALS AND PRIORITIZE NEEDS

Area II activities were primarily in the domain of S1, S2, and S3. The ALRC #7 project did not include any workscope element activities in FY 75 or 76, however the coordination activities were identified and initiated in FY 77.

1. Workscope Element: IIA - 01

   Participate in phase-in to national needs assessments efforts.

2. Major Activities: IIA - 01

   The ALRC assistant director kept staff informed throughout the year on the status of the national needs assessment. Close liaison with the Evaluation Section included meetings and phone calls related to participation in this area. The ALRC/Evaluation Section staff completed a review of the NNA, assisted and responded to requests from federal officials in the development of instruments and prepared reports.

   A meeting was attended in Berkley, California to participate in the NNA implementation. A decision was made in FY 77 not to participate in the NNA for reasons explained in the correspondence in Appendix O. The time for this strategy was transferred to IC-01 to provide assistance to the IOE in writing guidelines for P.L. 94-142 and the State Plan.

3. Results/Conclusions/Impact: IIA - 01

   The ALRC staff has an awareness of national level activities. Coordination and communication with the Evaluation Section has provided an appreciation of the needs assessment and evaluation processes.

4. Recommendations: IIA - 01

   Inclusion of ALRC staff in future planning with the Department of Specialized Educational Services in regard to needs assessment and evaluation processes is recommended.

WORKSCOPE ELEMENT III

HELP REGIONAL TRAINERS TO IDENTIFY MEDIA, MATERIALS AND EDUCATIONAL TECHNOLOGY TRAINING NEEDS.

The colleges and universities in Illinois which offer significant programs in training of teachers for the handicapped have long been identified. For at least ten years there have been a number of committees composed of department heads or their representatives. During the last four years one committee has operated as the Higher Education Advisory Committee related to training teachers of the handicapped (HEAC) . The Illinois Office of Education has offered leadership in calling this committee together regularly, funding activities from time to time in an effort to identify and resolve problems of mutual concern, and planning cooperatively in meeting training needs. When the Bureau of Education for the Handicapped directed each state to develop a Comprehensive Manpower Training Plan, the Illinois Office of Education turned to the HEAC Committee as a starting place. Members of this Committee were instrumental in drafting the plan to plan, which will eventually culminate in an eight year plan describing the manpower needs in Illinois. Illinois Office of Education staff time, which, has been expended on the coordinated effort of developing the three year plan, has come from state supported positions in the Materials Development and Dissemination Section. This close and ongoing relationship has provided the opportunity for ALRC staff members within the section to establish good rapport with representatives of the teacher training institutions.

Because the ALRC functioned as an integral part of the state education agency, it placed ALRC personnel in the unique position of working with special education teacher supervisors and administrators on the local level, translating their requests for assistance into suggestions for preservice training. The relationship which exists with teacher trainers also provided the opportunity for ALRC staff persons to visit these institutions and to provide demonstrations of new training materials which were available. In addition, the ALRC has requested money during the past two years of operation to purchase training materials which have been placed on loan for a limited period of time with colleges and universities.

1. Element Statement: IIIA - 01 - 02

Plan, develop and conduct media, materials and educational technology training needs assessment.

2. Major Activities: IIIA - 01 - 02

In FY 75, a report was made to the Higher Education Special Education Advisory Committee by staff of the ALRC to apprise them of the progress of Work Element III activities and to point out how the higher education master plan might fit in with the ALRC project. The Higher Education Advisory Council Subcommittee on Training and Certification met at one of the colleges and discussed preservice and inservice as well as training packages. The group agreed to develop and disseminate two questionnaires concerning teacher-training needs and plans; agreed upon training already developed by some members to be produced and disseminated by the others and agreed to share responsibilities. They initiated plans to work ALRC, REMIS, and the Higher Education Council into a statewide inservice plan of activities and strategies. Some training packages were planned and developed in prototype by university personnel, but monies for production and dissemination were unavailable. Meetings continued with the Higher Education Special Education Advisory Council for the Department for Exceptional Children relative to the development of needs assessments and the sharing of training ideas and packages/materials. Plans were made for a close working relationship and for a task force for training programs/packages with HEAC and SEA. Over 250 training packages were annotated and color coded for use by ALRC staff with colleges, universities, educational technologists and other professionals in Illinois. Visitations were made to universities to display and discuss the training packages: Western Illinois University had 120 in attendance, Eastern Illinois University had 200, Northern Illinois University had 60, Southern Illinois University-Edwardsville had 30, and Augustana College had 40 persons in attendance. Materials appropriate to entry into NIMIS were coded.

The Subcommittee on Inservice Training of the HEAC provided a program on training materials for use with administrators in the area of mainstreaming in special education. ALRC staff contacted persons in Illinois for suggestions as to training packages appropriate to the network. A list was sent to Texas ALRC, as well as to the IOE and colleges in Illinois. In collaboration with the Evaluation Section, ALRC staff developed a needs assessment plan to collect the information needed to create the appropriate kits. One needs assessment instrument was prepared and disseminated to HEAC members, Program Planning and Development section and the Springfield Program Service Team. One report of the needs assessment was sent to 21 LRC's who had responded to the survey. The report was disseminated to 26 Illinois special education training institutions. There were no activities regarding this workshop element undertaken in FY 77.

Products: Special Education Media, Materials and Educational Technology Training Needs.

3. Results/Conclusions/Impact: IIIA-01-02

NCEMMH did not request information from the Illinois ALRC project, nor did it send needs assessment instruments in FY 75 as expected. The IOE liaison to the third party needs assessment committee indicated that the needs assessment would not be completed in time to provide information for this part of the project. Upon review the HEAC needs assessment instrument was determined not appropriate for ALRC purposes.

4. Recommendations: IIIA-01-02

Recommendations for this workscope element should be based on the Department of Specialized Educational Services planning efforts now in progress.

WORKSCOPE ELEMENT III B

EXECUTE A PLAN TO MAKE NEEDS KNOWN TO PRE-AND INSERVICE TRAINING INSTITUTIONS AND AGENTS, AND PROVIDE CONSULTATION SERVICES TO SAME.

1. Element Statement: IIIB-01-02

Disseminate training needs information. Provide consultant services to meet training needs.

Teacher certification requirements in Illinois do not require potential teachers to complete courses(s) in the selection and utilization of media and materials. While some universities do require a course or demonstration of competencies, there is no statewide agreement among teacher training institutions on the content or the level of competency to be attained. According to the REMIS Coordinators, it has been apparent that teachers do not know how to use equipment and media in the classroom. For example, many teachers cannot operate the equipment and they do not fully realize how to use media to enhance learning in their classrooms. Therefore, minimum competencies in the area of operation and utilization of non-print media should be required for all graduating teachers of special education in Illinois.

2. Major Activities: IIIB-01-02

The ALRC staff coordinated the planning and implementation of two courses (1975-1976) offered through Illinois State University dealing with media, materials and technology training. The 13 REMIS Coordinators received this training to improve the quality of training within their regions through the improvement of their own skills.

One staff person attended the SO_2-SO_3 training session in Lincoln, Nebraska. Two more staff persons and one person from the Program Service Team within the Illinois Office of Education attended the training session in Kansas City.

The training conference at Kansas City provided the model for the development of the Midwest Regional Teacher Center Conference. Materials, suggestions for instruction, forms, and format were utilized.

Approximately 30 college and university personnel were participants and/or presenters at the Midwest Regional Teacher Center Conference. They participated in sessions on P.L. 94-142, commercial materials adaptation, media production for the deaf, retrieval systems and inservice training models that included media and materials in all presentations.

Meetings were held for the purpose of making lists of media/materials and educational technology skills that graduating special education majors should have. Two groups of college level teacher trainers and master teachers from the local level held meetings, devised the lists, and made suggestions for implementation at the college level. The Higher Education Advisory Council for Special Education was presented with the results of both meetings and prepared implementation plans. A small task force committee refined and compiled the work from the master teachers' meeting and the college instructors' meeting on minimum skills in media and materials for graduating special education teachers. They held a final meeting after which the list was printed and disseminated to the appropriate teacher trainers.

Products: Special Education: Minimum Skills in the Selection and Utilization of Media and Materials

3. Results/Conclusions/Impact: III B-02

The trainer of trainers model presented to 75 ALRC participants at Kansas City was implemented at the Midwest Regional Teacher Center Conference. A composite evaluation of the Conference is located in Appendix L. Eight impact forms were returned identifying one or more areas of development initiated as a result of the Conference.

College and university trainers are aware of the identified training needs developed by HEAC Committees.

4. Recommendations: III B-02

Training models such as the one presented in Kansas City have had a positive impact for building training capacities in the ALRC #7 staff. Repeated or follow-up training conferences are recommended in the future.

Continued liaison with HEAC relevant to planning future teacher training programs is recommended.

WORKSCOPE ELEMENT III C

HELP TRAINERS TO LOCATE EXTANT AND USABLE TRAINING PROGRAMS AND MATERIALS WHICH FULFILL NEEDS.

There is essentially little, if any, information concerning the needs of the handicapped provided to students who are prospective school media personnel. Further, the standard curriculum contains no information on administrative structures that provide education for the handicapped. Thus, new graduates in library science, instructional materials or audio-visual technology are supposedly prepared to serve all students when in reality, they have little knowledge of the needs of the handicapped student population or the needs of the educators of the population. Therefore, it is appropriate that the trainers of these students in the colleges and universities receive information about the media and materials needs of the handicapped, a cursory understanding of the Illinois mandate and the implications of P.L. 94-142 and a knowledge of the administrative structure that supports the education of the handicapped. To begin to make college and university staff (who teach courses in library science and instructional materials programs) aware of this information, each college and university department head which has such a program was contacted and requested to select a representative who could attend an inservice session on the needs of the handicapped. A long-range goal is to have a unit in every college (media and materials) curriculum that includes an overview of the needs of the handicapped with a provisional opportunity for students to be involved in special projects that pertain to service to the handicapped.

1. Element Statement: IIIC-01

Locate training programs and materials which fulfill needs.

2. Major Activities: IIIC-01

In FY 77, the ALRC staff completed four surveys of available training materials. Thirty-four LRC's assisted in obtaining specific materials and programs. Thirty-nine LRC's were assisted in obtaining specific materials and programs. Thirty-eight universities and colleges participated in identifying specific materials and programs and 35 of these assisted in obtaining specific materials and programs.

One-hundred and fifty mediated teacher training packages and their abstracts have been annotated and all information compiled for the listing of mediated packages. One-hundred copies of A Teacher's Handbook on Career Development for Children with Special Needs: Grades K-6 were produced for distribution to field-testing teachers, trainers, and other appropriate personnel involved with Illinois' federally funded career education model demonstration sites (urban and rural) project. Liaison was maintained with IOE staff responsible for writing a state plan for career education during FY 77.

Activities were begun to form a committee of field consultants to write a sex education curriculum guide for teachers of the moderately mentally handicapped, and to compile an index of media and materials geared for teachers of the severely and profoundly mentally handicapped.

Commercial catalogs were searched regularly to locate new teacher inservice training packages to be purchased by the IOE. Twenty-five training and demonstration workshops were conducted at colleges, universities, and LEA's by ALRC staff. The search of the literature and catalogs resulted in the selection of new training materials. Twenty-eight teacher training packages were purchased for addition to the present collection in SLRC. Over 200 teacher training packages were loaned each project year.

The activities in IIID-02-2, IIID-03-1, and IIID-03-2, for all practical purposes, were dropped for lack of staff time. The staff was available to SLRCs and RLRCs on a consultation basis. Some colleges/universities produced inservice packages for which the ALRC staff provided consultation.

Products: Annotated Listing of Teacher Training Packages.

3. Results/Conclusions/Impact: IIIC - 01

Teacher training materials have been made available to teachers and trainers by the ALRC staff. The loan of teacher training packages increased during the project years stimulating an awareness and increasing requests and purchases of training packages.

4. Recommendations: IIIC - 01

Continued liaison and coordination efforts should be continued with HEAC. The teacher/media specialist training package on P.L. 94-142, developed under 1A-03, should be duplicated and disseminated through the established network of REMIS/PST's to ensure a uniformity of training and information dissemination. This follows the state plan objective for decentralizing these services.

In addition, the identification of exemplary training programs from IRDN should be coordinated with HEAC and the Department of Specialized Educational Services staff.

WORKSCOPE ELEMENT IV

MEDIA AND MATERIALS INFORMATION SYSTEM

1. Element Statement: IV-W

Serve as an Intermediary Between States and National Information System.

2. Major Activities: IV-W

Area IV is primarily a responsibility of NCEMMH, however, the ALRC served as a liaison between the IOE and NIMIS in FY 77. A method was developed for collecting consumer reaction to the NIMIS in FY 77. Four requests for NIMIS services were honored and a postcard evaluation procedure was implemented. An article was prepared and submitted to the Illinois Education News regarding the NIMIS system. One NIMIS training meeting in Columbus, Ohio was attended by ALRC/IRDN staff. The IRDN system has assumed the responsibility for responding to all future NIMIS search requests.

Products: NIMIS Reaction Form

3. Results/Conclusions/Impact: IV-W

Inservice training and ALRC coordination of NIMIS services has provided the IRDN with the capacity to respond appropriately to requests for media and materials for the handicapped.

4. Recommendations: IV-W

Personnel in the Department of Specialized Educational Services should continue to provide IRDN with special education related information and recommendations for the full utilization of the system.

Workscope Element VI A

CONDUCT PROJECT PLANNING, MONITORING, REPORTING, AND OTHER NECESSARY INTERNAL MANAGEMENT FUNCTIONS

The Illinois Office of Education, specifically the Materials Development and Dissemination Section within the Department of Specialized Educational Services, is responsible for the administration of this project. Information concerning the administration and staffing plan of the Office and the Section is fully described in Project Organization of this report.

The director and assistant director, supported by state funds, each contributed 50% of their time to the management functions of the project. The staff which was charged with carrying out the specific activities within the project consists of 5.50 professional and six support positions funded by the ALRC project and 1.25 professional and one support position funded by the state.

Staff meetings for planning, exchanging information and reporting were held twice a month for the professional staff. In addition, the administrative staff attended department staff meetings every week and other office staff meetings as required. All the staff attended department meetings and sectional meetings upon request.

In addition to complying with the ALRC planning and reporting procedures, the staff also complied with departmental, office and state reporting and management procedures. This included development of the goals and objectives for each professional employee that outlined his or her specific duties, monthly compilation of the major accomplishments for the department and a monthly report for the State Superintendent of Education.

The project administrative and professional staff cooperated with other state supported departments, e.g. Fiscal Management, Research and Program

Planning, and Personnel in carrying out the administrative and evaluation activities within the project.

1. Element Statement: VIA-01

Conduct Project Planning

2. Major Activities: VIA-01

The ALRC #7 operated as a unit of the IOE and was responsible for the development of a network to provide media, materials and technology to handicapped learners. Two coordinated strategy plans were developed and produced through a series of planning meetings in FY 74-75. Thirty-six meetings were held in FY 76 with RRC, REMIS, Regional Special Education Programs, and Illinois Office of Education personnel. Seven strategy plans were produced in FY 77 in meetings similiar in nature to those held the previous two years, however coordination of P.L. 94-142 necessitated 61 staff inservice training sessions and meetings.

During the three project years the project administrator or her designee attended NCEMMH meetings in compliance with project requirements, developed reports and prepared correspondence related to project budget and project ammendments or revisions. All inservice training sessions and meetings relevant to project planning, development and implementation were coordinated by the project director or her designee.

3. Results/Conclusions/Impact: VIA-01

ALRC consultation and planning with the Department of Specialized Educational Services has resulted in the development of strategies to implement P.L. 94-142, the Personnel Preparation Project, a continuation of REMIS programs and the Regional Resource Center proposal. The ALRC staff continues to be involved in program development and media and materials development and dissemination efforts.

4. Recommendations: VIA-01

The reorganization of the Department of Specialized Educational Services will determine the future direction and identification of needs in regard to this workscope element.

Workscope Element VIA-02

Conduct Internal Monitoring

2. Major Activities: VIA-02

The assistant director was responsible for the ongoing monitoring of ALRC activities on a weekly basis. Reports and plans were submitted each month of the project for three years which were compiled into a document that listed the major accomplishments. This report was sent to the director monthly. Projected plans for the next month were also submitted with the reports.

Records for outcome units in FY 75 are incomplete. In FY 76, 121 program activity reports were completed, 138 staff time reports and seven fiscal reports were produced. In FY 77, 59 program reports were prepared, 125 staff time reports were developed, 31 fiscal reports and 23 internal management reports were produced.

3. Results/Conclusions/Impact: VIA-02

Appropriate internal monitoring has been completed

4. Recommendations: VIA-02

None

1. Element Statement: VIA-03

Prepare Project Reports

2. Major Activities: VIA-03

All required reports for BEH, NCEMMH, SEA and ALRC were prepared and disseminated to the appropriate recipients. The ALRC staff compiled and produced 12 quarterly reports during the three years of the project.

The Final Technical Report (this document) was prepared and disseminated to BEH in compliance with project requirements.

Products: ALRC Quarterly Technical Reports
Final Technical Report - Illinois ALRC

3. Results/Conclusions/Impact: VIA-03

All reports relevant to the ALRC project have been completed

4. Recommendations: VIA-03

None

Workscope Element VI B

PARTICIPATE IN LRCP COORDINATION ACTIVITIES

1. Element Statement: VI B-01

Provide liaison with LRCP units and participate in meetings with program units and target groups.

2. Major Activities: VI B-01

The ALRC staff worked closely with the BEH/NCEMMH network throughout the term of the project. In FY 76, seven staff members were assigned to committee work, attended five network meetings, two regional meetings, and 35 conferences for professional development.

In FY77, two staff members attended three ALRC/SO/NCEMMH committee meetings. The ALRC staff participated in 21 national meetings, one interregional meeting and attended 19 professional conferences.

A complete list of workshops and conferences conducted, participated in and attended can be found by referring to the Illinois ALRC Quarterly Technical Reports for FY 76-77.

3. Results/Conclusions/Impact: VI B-01

Appropriate liaison activities were completed with the national network.

4. Recommendations: VI B-01

Future recommendations resulting from total ALRC project activities are currently being developed relevant to State Plan review and Department of Specialized Educational Services reorganization.

III. CONCLUSIONS AND RECOMMENDATIONS

IIIA SUMMARY OF MAJOR PROJECT SUCCESSES/IMPACT/RECOMMENDATIONS ON SPECIAL EDUCATION DELIVERY SYSTEMS

This section of the Illinois ALRC Final Technical Report will discuss the overall project successes over the three year period, 1974-1977. In addition, changes will be documented in state, regional and local capabilities as a result of ALRC activities and an attempt will be made to measure those changes in terms of quality, quanity or endurance. Direct services provided by the ALRC unit will be examined to ascertain what new capabilities the SEA-REMIS-LEA participants have acquired as a result of technical assistance provided, inservice training provided, information disseminated, products provided, and support, leadership, and cooperation provided. Training and services provided by the ALRC staff to IOE designated recipients will be explored and measured as a result of their service and training efforts provided to the field.

MAJOR SUCCESSES

A. Regional Special Education Programs and Regional Educational Media and Materials Service (REMIS)

As indicated earlier, some 88 school districts or joint agreements form the administrative bases for delivery of services to handicapped children in Illinois. Each of these administrative units employ a full-time approved Director of Special Education. In addition, 13* regional programs have been superimposed over the 88 administrative units for the purpose of providing services which can be more effectively administered and coordinated regionally. These 13 regions were originally established to provide service to children in low-incidence handicapping categories. Their responsibilities were later broadened to meet the mandates of Public Law 93-380. Accordingly, they are now responsible for conducting child-find activities, establishing programs for the previously unserved, and developing new programs for the severely and profoundly handicapped. In addition, as each region was established, it was required to include a Regional Educational Media and Information Service component (REMIS). Guidelines for establishment for REMIS services and an outline of the workscope is contained in Appendix F.

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*The two additional REMIS programs were developed to serve the private schools by the Superintendents of the Educational Service Regions of Cook and West Cook - Dupage Counties.

Each program now employs at minimum one full-time REMIS coordinator who is responsible for coordinating the activities of the REMIS component. This position is seen as one of a facilatator and coordinator. As such, the REMIS coordinator, in keeping with the philosophy of regional programming, now coordinates those activities which are best delivered through a regional structure. The LRCP unit coordinated and provided the leadership, technical assistance, inservice training and information on media, materials, technology and products for the REMIS coordinators. The Illinois Office of Education feels that the past three years of services and training will enable REMIS personnel to play a very vital role in delivering inservice training to school personnel and/or parents. The REMIS structure will be called upon to serve as an intrastate network in coordinating the inservice activities which local districts will implement in compliance with Public Law 94-142. A model for delivering inservice training through the REMIS-Program Service Team structure has been developed and will be implemented in FY 78. The IOE Program Service Team members and the REMIS coordinators are working cooperatively with other ALRC trainers at this time in delivering P.L. 94-142 training to LEA's.

In essence, the technical assistance, inservice training, information dissemination activities, products development, support, and leadership provided to the REMIS coordinators have developed their capacity to deliver these same services to teachers of the handicapped throughout the state. Documentation of the outcomes of REMIS direct services can be found in Appendix J in the form of correspondence and interviews with the REMIS coordinators. An evaluation report, "REMIS Questionnaire Results - Project Directors", attempted to measure REMIS impact. From the 13 project directors' perspective, question four of that report (See Appendix K) states their opinions of new service capabilities that have been developed by special education cooperatives or local school districts. New REMIS capabilities developed and supported through the ALRC (LRCP) unit are essentially responsible for these changes. The examples of new capabilities ranged widely and are listed below.

1. More schools are using media in their programming. (SESR Cook County)
2. Increased personnel knowledge of early warning signs which better enable them to identify children. Increased knowledge of agencies which can also provide service to children. (SIRSEA)
3. One-half materials person employed. (SMA)
4. Writing IEP's, developing curriculum (Mid-Central)
5. Teacher center established (Western Illinois)
6. Cooperatives have developed materials for inservice workshops and parent groups as well as resource directories and teacher handbooks through REMIS. (ERA)
7. Teachers are adapting and modifying commercial materials to meet the needs of the handicapped children they teach as a result of the inservice activities of the media coordination and graphic artists working at REMIS. (Chicago Public)

8. There has been a domino effect in that the regional personnel attending workshops return to their school or district and conduct the same types of workshops. (West Central)
9. These can best be detailed by the REMIS Coordinator! (RSA)
10. Cooperation with colleges for credit for inservices and consultative services for media production in other school district. (Lake-McHenry)
11. Joint agreements now have the capability of delivering services to the 0-3 and home-based 3-5 through a validated home-based delivery system. In addition, joint agreement diagnostic centers have the capability of adding a more extensive motor evaluation remediation program to their multi-disciplinary workup. (RSEA)
12. Videotaping educational programs to be used by teachers and parents within the co-op. Use of videotapes maintained within the program. (West Suburban Association)
13. Diagnostic taping, better awareness programs. (NIA)
14. (The Area Services Region director did not respond to this question.)

The impact these new capabilities have had on local services to handicapped children is recorded in Appendix J, question 5. The goals of coordination and planning for the handicapped in Illinois have been addressed through the development of the regional programs and the REMIS model of service delivery. This statewide network of regional services will be maintained in FY 78 by Title VI B funding.

B. Statewide Training Efforts

The second major area of success due to ALRC efforts in Illinois was the inservice training provided in state, regional and local conferences and workshops to IOE designated recipients. Each categorical handicapping area selected a task force each year to plan the statewide conferences utilizing previously collected data. No one model for delivery of inservice training has met the needs of all personnel in Illinois, therefore the models for training delivery are modified yearly. Letters acknowledging good service, extensions of service or training and/or support can be found in Appendix L.

The development of new IOE plans and guidelines for training has been implemented as a result of LRCP unit involvement and coordination. One model plan involved all administrative levels of public and private schools as well as training institutions in the delivery of training programs.

A positive aspect of the plan is that it builds on a hierarchy of existing and recognized administrative structures - local districts, joint agreements, regional programs, (REMIS) institutions of higher learning, and the Illinois Office of Education.

ALRC training and financial support provided to IOE's Program Service Teams in FY 1977 has had a positive and productive "ripple effect." With the ALRC/RRC completion of interim guidelines for IEP implementation, the PST's coordinated regional workshops throughout the state for regular education administrators and management personnel. It is estimated that Illinois is in approximately 85% compliance with the requirements of Public Law 94-142.

B. Recommendations/Modifications for Statewide Training

The following activities will provide some alternatives that could be utilized in future training efforts:

1. Develop special education study institutes for SEA, RLRC, LEA, IHE personnel.
2. Develop statewide strategies for professional growth.
3. Support continuous teacher inservice training, curriculum development and educational research activities through the establishment of local teacher resource centers.
4. One ALRC strategy that could not be implemented in Illinois due to lack of funds and staff was the development/adaptation of teacher training packages. Coordinated with the IRDN exemplary program search, accompanying materials could be developed/adapted in subcontractual arrangements with program coordinators.
5. Develop a vehicle to promote exemplary concepts and information in the areas of inservice training, techniques, processes and materials.
6. Develop and utilize more consistent and relevant evaluation criteria and incorporate findings into future planning and training strategies.
7. In FY 1977 all requests to the ALRC staff for publications and information on media and materials became the responsibility of REMIS. Further coordination of specific products identified with requests is recommended.

C. ALRC/IRDN Computer System

A third major achievement of the ALRC project in Illinois is the coordination and implementation of statewide access to nationwide special education information data bases. This system, the Illinois Resource and Dissemination Network, has developed guidelines for the integration of instrastate special education information files, programs and resources (See Appendix M).

The IRDN system has accepted full responsibility (a new capacity) for delivery of search requests and information to the field. A list of IRDN searches completed in FY 77 can be found in Appendix M and represents requests completed to PST's, REMIS' and other IOE personnel serving educators and administration in special education. In addition, this NIE supported project represents an increased funding resource to Illinois' total special education programs.

Recommendations and/or Modifications

1. Initiate activities to provide additional funding and staff to enlarge the capacity of the IRDN project within the Illinois Office of Education.
2. Explore the possibilities of adding new data bases to the present system.
3. Develop a vehicle for printed information and services dissemination to all special education personnel in Illinois.
4. Involve the states' colleges and universities in both contributing to and utilization of IRDN services.
5. Develop a statewide plan for the location of specific special education programs and a strategy for dissemination.
6. Further coordinate the services and materials of the Media and Resource Center (SLRC) with the IRDN project to assist IOE personnel in obtaining professional development opportunities.

D. Products/Publications

A fourth major area of success of the ALRC project in Illinois is the quality and number of unique publications developed. ALRC coordination activities related to publications and other mediated products development, printing and dissemination have produced an intragency capacity for the efficient completion of IOE products. Letters documenting the success and impact of these products can be found in Appendix N.

Recommendations and Modifications

Suggestions for improving the system of identifying products needed by special education personnel may include:

1. Utilizing the evaluation of materials obtained at training conferences to initiate appropriate and needed materials development.
2. Coordinating the IRDN search findings of exemplary programs and materials with evaluation data to adapt or create materials.

A positive aspect of the plan is that it builds on a hierarchy of existing and recognized administrative structures - local districts, joint agreements, regional programs, REMIS, institutions of higher education, and the Illinois Office of Education.

IV. LIST OF CENTER PRODUCTS

Region (ALRC) #7

Products Completed Through

9/1/74 - 8/31/77

Title - A Curriculum Guide for the Development of Body and Sensory Awareness for the Visually Impaired
Author - Jim Meeks, Coordinator
Region - #7
Abstract Description - A teacher's resource guide to develop visually impaired students' potential for knowing themselves and their environment. (interstate)

Title - ALRC Informational Flyer
Author - Nancy Harris, Coordinator
Region - #7
Abstract Description - A threefold brochure outlining ALRC/REMIS information, Fy 75. (intrastate)

Title - ALRC Media Presentation
Author - Nancy Harris, Coordinator
Region - #7
Abstract Description - An eight-minute slide/tape overview of ALRC #7 and REMIS network activities. (intrastate)

Title - ALRC Quarterly Technical Reports (12 issues)
Author - Cheri Hammann, Coordinator
Region - #7
Abstract Description - A quarterly compilation of activities, outcome units and products completed for the ALRC project. (interstate)

Title - Annotated Listing of Teacher Training Materials
Author - Cheri Hammann, Coordinator
Region - #7
Abstract Description - An annotated listing of approximately 200 mediated teacher training packages. (interstate)

Title - A Teacher Training Program on P.L. 94-142 for Special Educators and Media Specialists
Author - Dawn Heller and Sara McCracken
Region - #7
Abstract Description - A 24-hour course designed to facilitate communication between special educators and media specialists on issues related to services to the handicapped. (intrastate)

Title - A Teacher's Handbook on Career Development for Students with Special Needs: Grades K-12
Author - Louise Giesecke, Coordinator
Region - #7
Abstract Description - A handbook for teachers of the handicapped which provides information for developing a career education program. (interstate) E.D. 128-993 - Grades K-6
Grades K-12 will be available on ERIC in January of 1978.

Title - Bimonthly Exchange
Author - Nancy Harris, Coordinator
Region - #7
Abstract Description - A form to collect systematic data for the IRDN project. (intrastate)

Title - Early Childhood Education for Diversely Handicapped Children
Author - Jacqueline Crain
Region - #7
Abstract Description - A reference and sourcebook for those working with the young child and his/her family. (interstate)

Title - Final Technical Report
Author - Shirley A. Harris, Coordinator
Region - #7
Abstract Description - A final historical and technical report of the three-year ALRC/BEH project. (interstate)

Title - Human Resource Identification Survey
Author - Nancy Harris, Coordinator
Region - #7
Abstract Description - A form to collect systematic data for the IRDN project. (intrastate)

Title - Illinois Interim Resource Manual for Preparing IEP
Author - Colleen S. Blankenship, Ph.D.
Region - #7
Abstract Description - An interim resource document to assist LEA's in improving processes relevant to implementing P.L. 94-142. (interstate)

Title - Listening: A Curriculum Guide for Teachers of Visually Impaired Students
Author - Bobbie Reguly, Coordinator
Region - #7
Abstract Description - A curriculum guide outlining seven skill areas related to developing good listening skills. (interstate)

Title - Listening
Author - Bobbie Reguly, Coordinator
Region - #7
Abstract Description - A 25-minute videotape demonstrating various activities outlined in the Listening Skills Curriculum Guide. (interstate)

Title - NIMIS Reaction Form
Author - Nancy Harris, Coordinator
Region - #7
Abstract Description - A form for collecting consumers reactions to NIMIS services. (intrastate)

Title - NIMIS Searches List
Author - Nancy Harris, Coordinator
Region - #7
Abstract Description - A listing of all NIMIS requests compiled by handicapping categories. (intrastate)

Title - Portable Exhibit on Illinois Teacher Centers
Author - Shirley Harris, Coordinator
Region - #7
Abstract Description - A portable conference exhibit using photographs that shows facilities and programs in Illinois' teacher centers. (intrastate)

Title - Preschool Learning Activities for the Visually Impaired: A Guide for Parents
Author - Jim Meeks, Coordinator
Region - #7
Abstract Description - Ideas and Activities designed for parents with young, visually impaired children. (interstate)

Title - Preschool Learning Activities for the Physically Disabled: A Guide for Parents
Author - Gloria Calovini, Coordinator
Region - #7
Abstract Description - A guide for parents in identifying a child's stages of development and suggested activities for various learning and treatment experiences. (interstate)

Title - Pots and Pans
Author - Charmaine Young, Coordinator
Region - #7
Abstract Description - Lesson plans designed primarily for parents to use at home with their children to aid in preparing them physically and mentally for their school experiences. (interstate)

Title - Report of ALRC #7 Comprehensive Survey
Author - Evaluation Section - IOE
Region - #7
Abstract Description - A report of a study that focused on the status of LLRC's, the identification of inservice training needs and the estimated expenditures of media/materials/equipment per classroom. (intrastate)

Title - Resource Manual for Counselors of Visually Impaired Students
Author - Bobbie Reguly, Coordinator
Region - #7
Abstract Description - A publication written for counselors or teachers challenged with the task of providing guidance to the blind. (interstate)

Title - Selected Materials to Supplement Educational Prescriptions
Author - Cheri Hammann, Coordinator
Region - #7
Abstract Description - A list of materials purchased to support educational prescriptions for the handicapped. (intrastate)

Title - Services for Post High School Students
Author - Bobbie Reguly, Coordinator
Region - #7
Abstract Description - The brochure outlines state and governmental services available for visually impaired college students. (interstate)

Title - Special Education Media, Materials and Educational Technology Training Needs
Author - Cheri Hammann, Coordinator
Region - #7
Abstract Description - A list of training needs compiled by higher education personnel. (intrastate)

Title - Special Education: Minimum Skills in the Selection and Utilization of Media and Materials
Author - Cheri Hammann, Coordinator
Region - #7
Abstract Description - A compilation of teacher competencies suggested for improving media and materials skills. (interstate)

Title - Special Education Vertical File
Author - Nancy Harris, Coordinator
Region - #7
Abstract Description - A manual vertical file using special descriptors that contain special education print materials not found in other information systems. (intrastate)

Title - State of Illinois Services for the Blind and Visually Impaired
Author - Bobbie Reguly, Coordinator
Region - #7
Abstract Description - A directory of services addressing itself to screening and educational programs, counseling, rehabilitation and library services. (interstate)

Title - Teacher-Made Materials
Author - Nancy Harris, Coordinator
Region - #7
Abstract Description - An illustrated collection of activities, ideas and instructional games designed by teachers. (intrastate)

Title - Teacher to Teacher: Materials for the Severely/Profoundly Handicapped
Author - Cheri Hammann, Coordinator
Region - #7
Abstract Description - A listing of materials that has been determined to be useful by educators of the severely/profoundly handicapped. (interstate)

Title - The Midwest Regional Teacher Center Conference Proceedings
Author - Shirley Harris, Coordinator
Region - #7
Abstract Description - The speeches and/or abstracts of 33 presentations on teacher center development made in March, 1977. (interstate)

Title - The Organization and Funding of Teacher Centers
Author - Shirley Harris, Coordinator
Region - #7
Abstract Description - A set of transparencies and a script designed to create awareness of Illinois teacher centers. (intrastate)

Title - The Severely and Profoundly Handicapped Child: Proceedings of the 1977 Annual Institute for Teachers of the Severely and Profoundly Handicapped
Author - Bobbie Reguly, Coordinator
Region - #7
Abstract Description - The contents address the topics which were presented at the 1977 Conference. (intrastate)

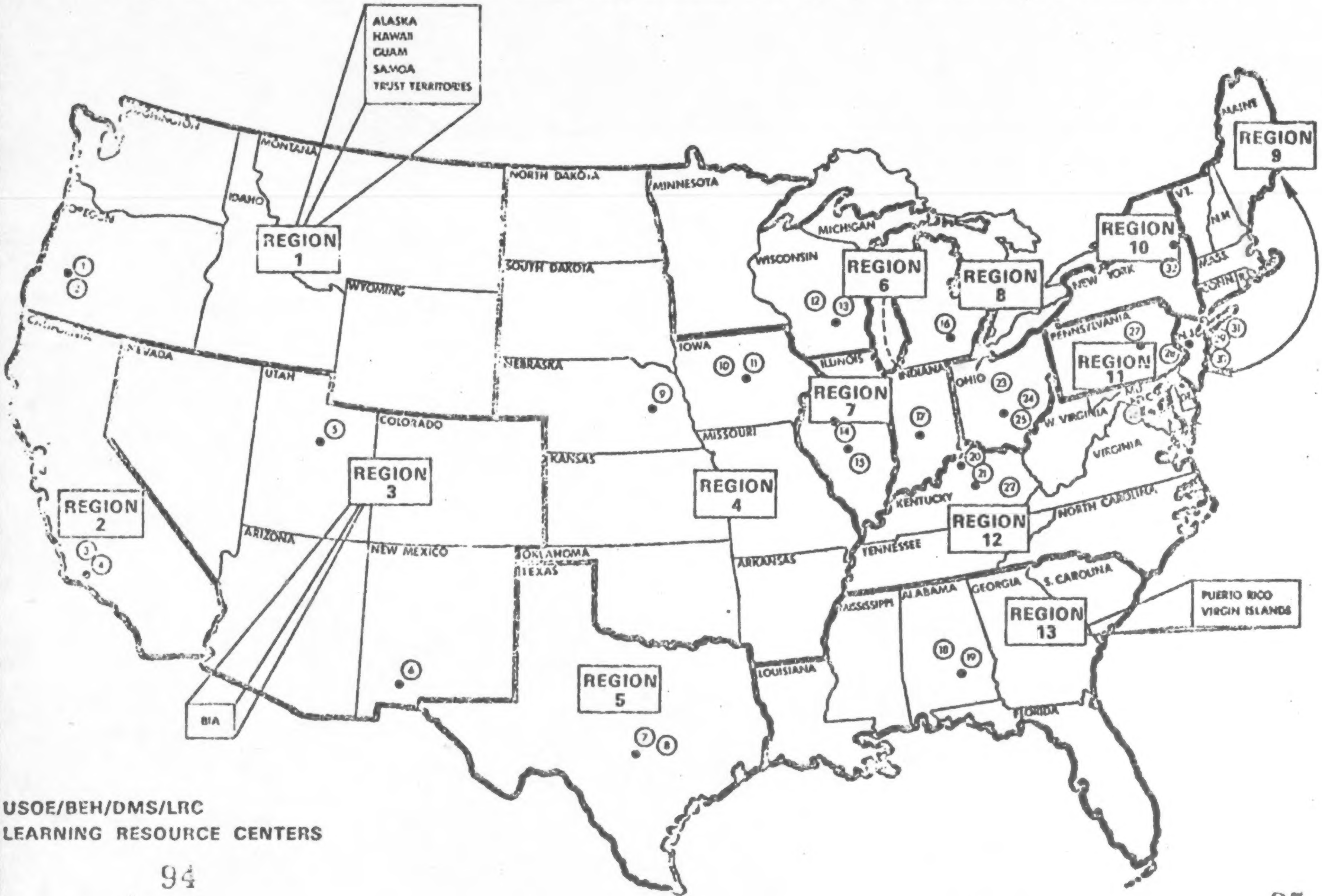
Title - The Teacher Center in Illinois: A Different Way to Grow
Author - Shirley A. Harris
Region - #7
Abstract Description - A handbook for teachers on the development, funding, program focus and evaluation of teacher centers in Illinois. (interstate)

Title - The Teacher Centers in Illinois: An Overview
Author - Illinois Office of Education
Region - #7
Abstract Description - A 15-minute slide/tape presentation of an overview of 11 teacher centers in Illinois. (intrastate)

APPENDICES

APPENDIX A

TO HELP THE STATES TO HELP THE HANDICAPPED CHILD RECEIVE AN APPROPRIATE EDUCATION, NOW!


ALASKA
HAWAII
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SAMOA
TRUST TERRITORIES
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REGION 8
REGION 9
REGION 10
REGION 11
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REGION 13
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VIRGIN ISLANDS
WASHINGTON
OREGON
CALIFORNIA
IDAHO
NEVADA
MONTANA
UTAH
ARIZONA
WYOMING
COLORADO
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
MICHIGAN
ILLINOIS
INDIANA
OHIO
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
S. CAROLINA
NORTH CAROLINA
FLORIDA
VIRGINIA
W. VIRGINIA
PENNSYLVANIA
NEW YORK
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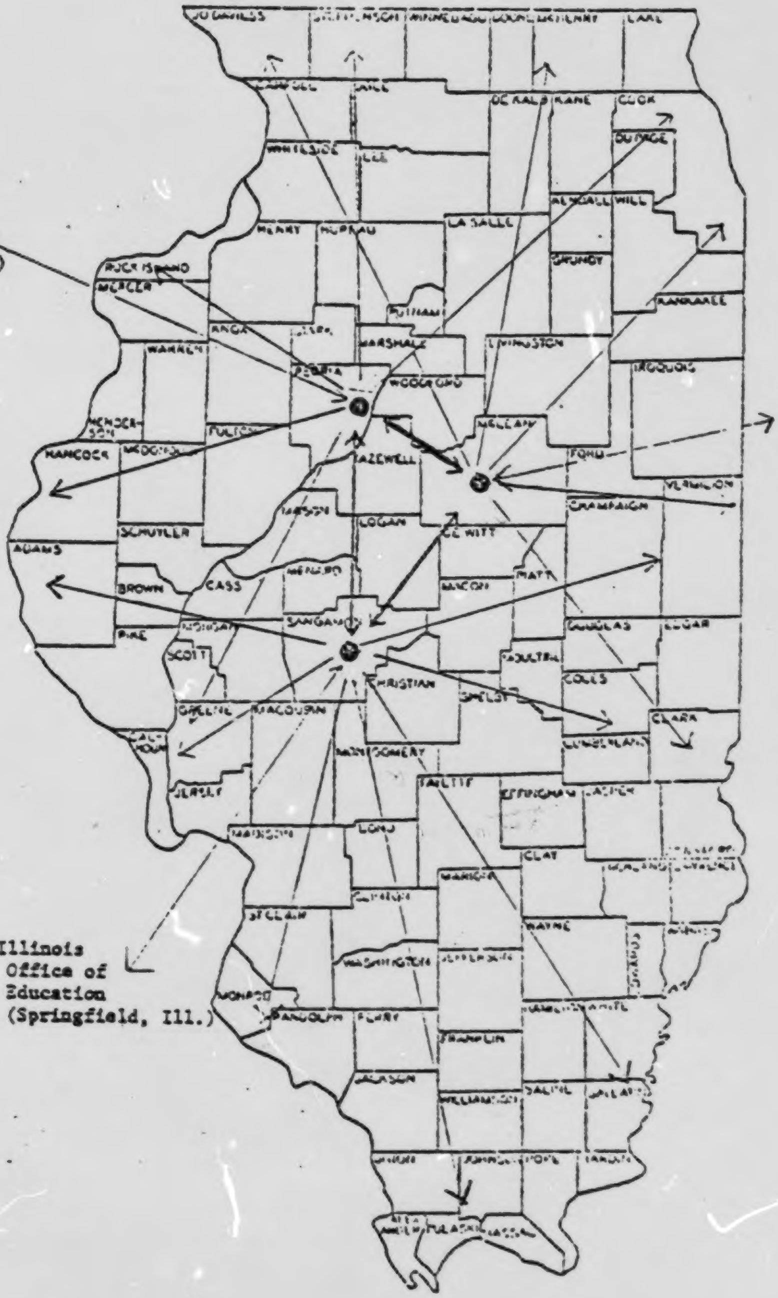
USOE/BEH/DMS/LRC
LEARNING RESOURCE CENTERS

APPENDIX B

REGIONAL RESOURCE CENTER (REGION #7)


JO DAVIESS
STEPHENSON
WINNEBAGO
BOONE
MCHENRY
LAKE
CARROLL
OGLE
DE KALB
KANE
COOK
DUPAGE
WHITESIDE
LEE
KENDALL
WILL
HENRY
BUREAU
LA SALLE
GRUNDY
ROCK ISLAND
MERCER
PUTNAM
KANKAKEE
KNOX
STARK
MARSHALL
LIVINGSTON
WARREN
PEORIA
WOODFORD
IROQUOIS
HENDERSON
MCLEAN
FULTON
MCDONOUGH
HANCOCK
TAZEWELL
FORD
VERMILION
MASON
CHAMPAIGN
SCHUYLER
LOGAN
DE WITT
ADAMS
MENARD
PIATT
BROWN
CASS
MACON
SANGAMON
MORGAN
DOUGLAS
EDGAR
PIKE
SCOTT
MOULTRIE
CHRISTIAN
COLES
SHELBY
GREENE
MACOUPIN
CLARK
CALHOUN
MONTGOMERY
CUMBERLAND
JERSEY
FAYETTE
EFFINGHAM
JASPER
MADISON
BOND
CLAY
CRAWFORD
RICHLAND
LAWRENCE
MARION
CLINTON
ST CLAIR
WAYNE
EDWARDS
WABASH
WASHINGTON
JEFFERSON
MONROE
RANDOLPH
PERRY
HAMILTON
WHITE
FRANKLIN
JACKSON
WILLIAMSON
SALINE
GALLATIN
UNION
JOHNSON
POPE
HARDIN
ALEXANDER
PULASKI
MASSAC

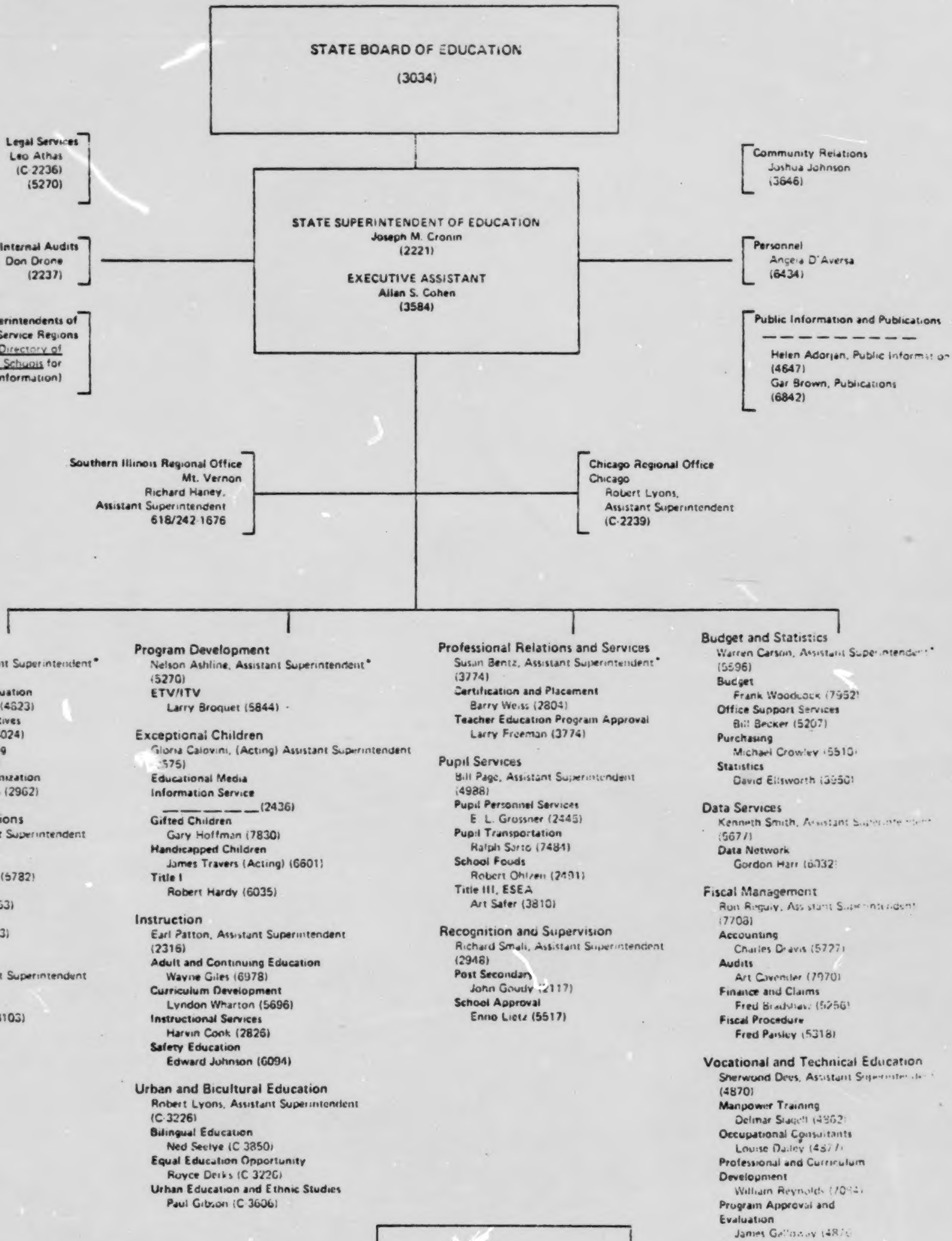
Peoria Public
Schools
(Peoria, Ill.)

Illinois
State
University
(Normal,
Ill.)

Illinois
Office of
Education
(Springfield, Ill.)

APPENDIX C

98



STATE BOARD OF EDUCATION
(3034)

Legal Services
Leo Athas
(C-2236)
(5270)

Internal Audits
Don Drone
(2237)

Superintendents of Educational Service Regions
(See Directory of Illinois Schools for Phone Information)

STATE SUPERINTENDENT OF EDUCATION
Joseph M. Cronin
(2221)

EXECUTIVE ASSISTANT
Allan S. Cohen
(3584)

Community Relations
Joshua Johnson
(3646)

Personnel
Angela D'Aversa
(6434)

Public Information and Publications
Helen Adorjan, Public Information
(4647)
Gar Brown, Publications
(6842)

Southern Illinois Regional Office
Mt. Vernon
Richard Haney,
Assistant Superintendent
618/242-1676

Chicago Regional Office
Chicago
Robert Lyons,
Assistant Superintendent
(C-2239)

nning
John Alford, Assistant Superintendent*
(4930)
Asses[illegible] and Evaluation
Th[illegible] Springer (4623)
Educational Alternatives
Gordon Brown (3024)
Management Planning
Ron Allen (4960)
School District Organization
Richard Snowden (2962)

vernmental Relations
Don Eslick, Assistant Superintendent
(6510)
Federal Relations
Emmett Slingsby (5782)
Legislative Research
Robert Clark (5753)
State Relations
David Carey (6513)

search
Ted Stortie, Assistant Superintendent
(3097)
Research
Sally Pancrazio (3103)

Program Development
Nelson Ashline, Assistant Superintendent*
(5270)
ETV/ITV
Larry Broquet (5844)

Exceptional Children
Gloria Calovini, (Acting) Assistant Superintendent
[illegible]575)
Educational Media Information Service
_ _ _ _ _ _(2436)
Gifted Children
Gary Hoffman (7830)
Handicapped Children
James Travers (Acting) (6601)
Title I
Robert Hardy (6035)

Instruction
Earl Patton, Assistant Superintendent
(2316)
Adult and Continuing Education
Wayne Giles (6978)
Curriculum Development
Lyndon Wharton (5696)
Instructional Services
Harvin Cook (2826)
Safety Education
Edward Johnson (6094)

Urban and Bicultural Education
Robert Lyons, Assistant Superintendent
(C-3226)
Bilingual Education
Ned Seelye (C-3850)
Equal Education Opportunity
Royce Derks (C-3220)
Urban Education and Ethnic Studies
Paul Gibson (C-3606)

Professional Relations and Services
Susan Bentz, Assistant Superintendent*
(3774)
Certification and Placement
Barry Weiss (2804)
Teacher Education Program Approval
Larry Freeman (3774)

Pupil Services
Bill Page, Assistant Superintendent
(4988)
Pupil Personnel Services
E. L. Grossner (2445)
Pupil Transportation
Ralph Sarto (7481)
School Foods
Robert Ohlzen (2491)
Title III, ESEA
Art Safer (3810)

Recognition and Supervision
Richard Small, Assistant Superintendent
(2948)
Post Secondary
John Goudy (2117)
School Approval
Enno Lietz (5517)

Budget and Statistics
Warren Carson, Assistant Superintendent*
(5596)
Budget
Frank Woodcock (7952)
Office Support Services
Bill Becker (5207)
Purchasing
Michael Crowley (5510)
Statistics
David Ellsworth (3950)

Data Services
Kenneth Smith, Assistant Superintendent
(5677)
Data Network
Gordon Harr (6032)

Fiscal Management
Ron Reguly, Assistant Superintendent
(7708)
Accounting
Charles Dravis (5727)
Audits
Art Cavender (7970)
Finance and Claims
Fred Bradshaw (5256)
Fiscal Procedure
Fred Paisley (5318)

Vocational and Technical Education
Sherwood Dees, Assistant Superintendent*
(4870)
Manpower Training
Delmar Stagell (4862)
Occupational Consultants
Louise Dailey (4577)
Professional and Curriculum Development
William Reynolds (70[illegible])
Program Approval and Evaluation
James Galloway (487[illegible])
Research and Development
Ronald McCa[illegible]
Special Programs
James Smith (5[illegible])

telephone numbers are Springfield unless otherwise noted.
Sta[illegible] Prefix is 217/782. Those numbers preceded by
" are Chicago. Outside calls dial Chicago Prefix 312/793 plus
mber. On Centrex, dial 172, then the number.

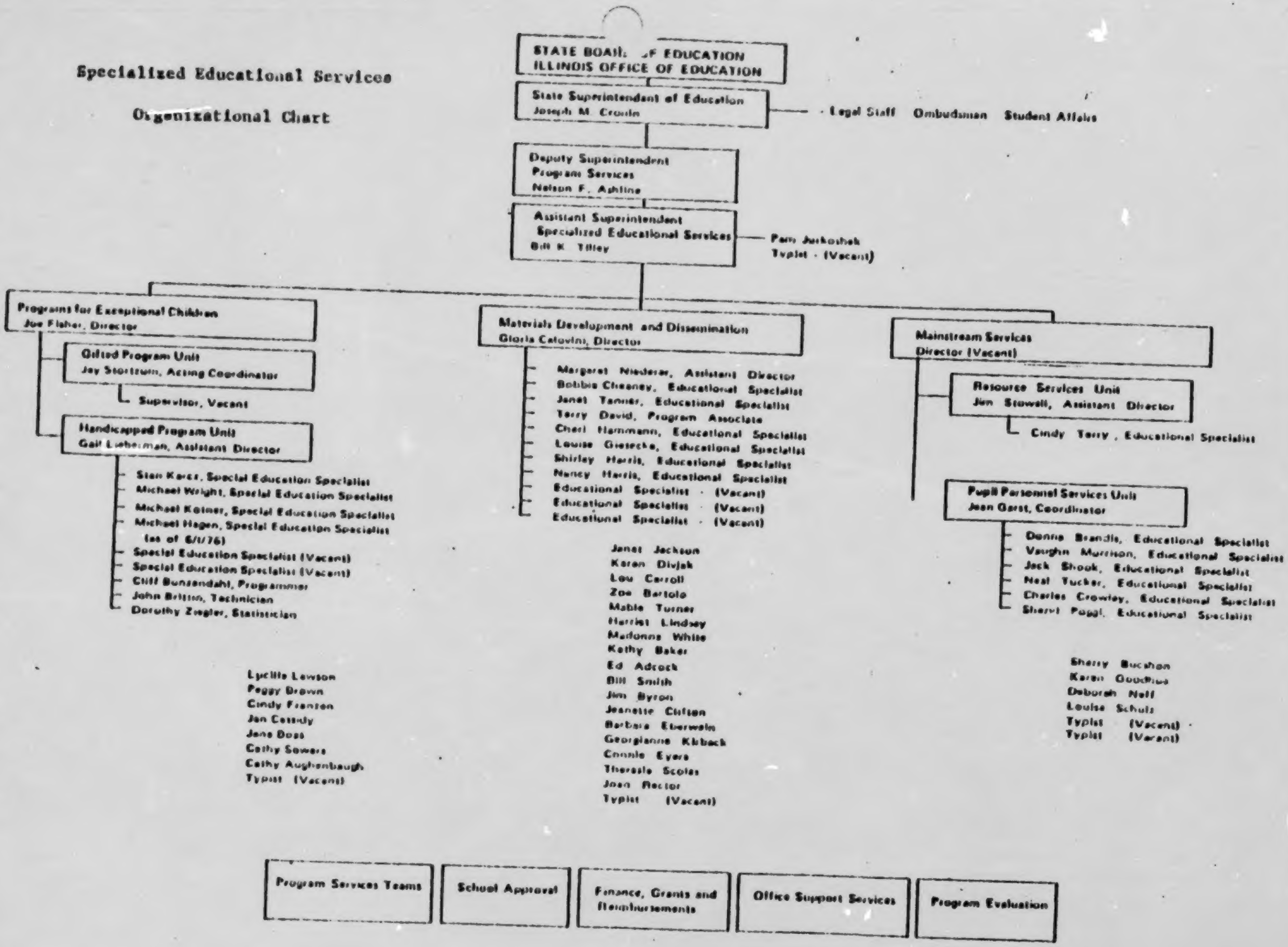
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
For General Information 782-0500

March, 1975

* Division Coordinators

Specialized Educational Services

Organizational Chart



STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

State Superintendent of Education
Joseph M. Cronin

Legal Staff Ombudsman Student Affairs

Deputy Superintendent
Program Services
Nelson F. Ashline

Assistant Superintendent
Specialized Educational Services
Bill K. Tilley

Pam Jurkoshek
Typist - (Vacant)

Programs for Exceptional Children
Joe Fisher, Director

Gifted Program Unit
Jay Stortzum, Acting Coordinator

Supervisor, Vacant

Handicapped Program Unit
Gail Lieberman, Assistant Director

- Stan Karcz, Special Education Specialist
- Michael Wright, Special Education Specialist
- Michael Kotner, Special Education Specialist
- Michael Hagen, Special Education Specialist (as of 6/1/76)
- Special Education Specialist (Vacant)
- Special Education Specialist (Vacant)
- Cliff Bunzendahl, Programmer
- John Britton, Technician
- Dorothy Ziegler, Statistician

Lucille Lawson
Peggy Brown
Cindy Franzen
Jan Cassidy
Jane Doss
Cathy Sowers
Cathy Aughenbaugh
Typist (Vacant)

Materials Development and Dissemination
Gloria Calovini, Director

- Margaret Niederer, Assistant Director
- Bobbie Cheaney, Educational Specialist
- Janet Tanner, Educational Specialist
- Terry David, Program Associate
- Cheri Hammann, Educational Specialist
- Louise Giesecke, Educational Specialist
- Shirley Harris, Educational Specialist
- Nancy Harris, Educational Specialist
- Educational Specialist - (Vacant)
- Educational Specialist - (Vacant)
- Educational Specialist - (Vacant)

Janet Jackson
Karen Divjak
Lou Carroll
Zoe Bartolo
Mable Turner
Harriet Lindsey
Madonna White
Kathy Baker
Ed Adcock
Bill Smith
Jim Byron
Jeanette Clifton
Barbara Eberwein
Georgianne Kibback
Connie Eyers
Theresia Scolas
Joan Rector
Typist (Vacant)

Mainstream Services
Director (Vacant)

Resource Services Unit
Jim Stowell, Assistant Director

Cindy Terry, Educational Specialist

Pupil Personnel Services Unit
Jean Garst, Coordinator

- Donna Brandis, Educational Specialist
- Vaughn Morrison, Educational Specialist
- Jack Shook, Educational Specialist
- Neal Tucker, Educational Specialist
- Charles Crowley, Educational Specialist
- Sheryl Poggi, Educational Specialist

Sherry Buchanan
Karen Goodhue
Deborah Neff
Louise Schulz
Typist (Vacant)
Typist (Vacant)

Program Services Teams

School Approval

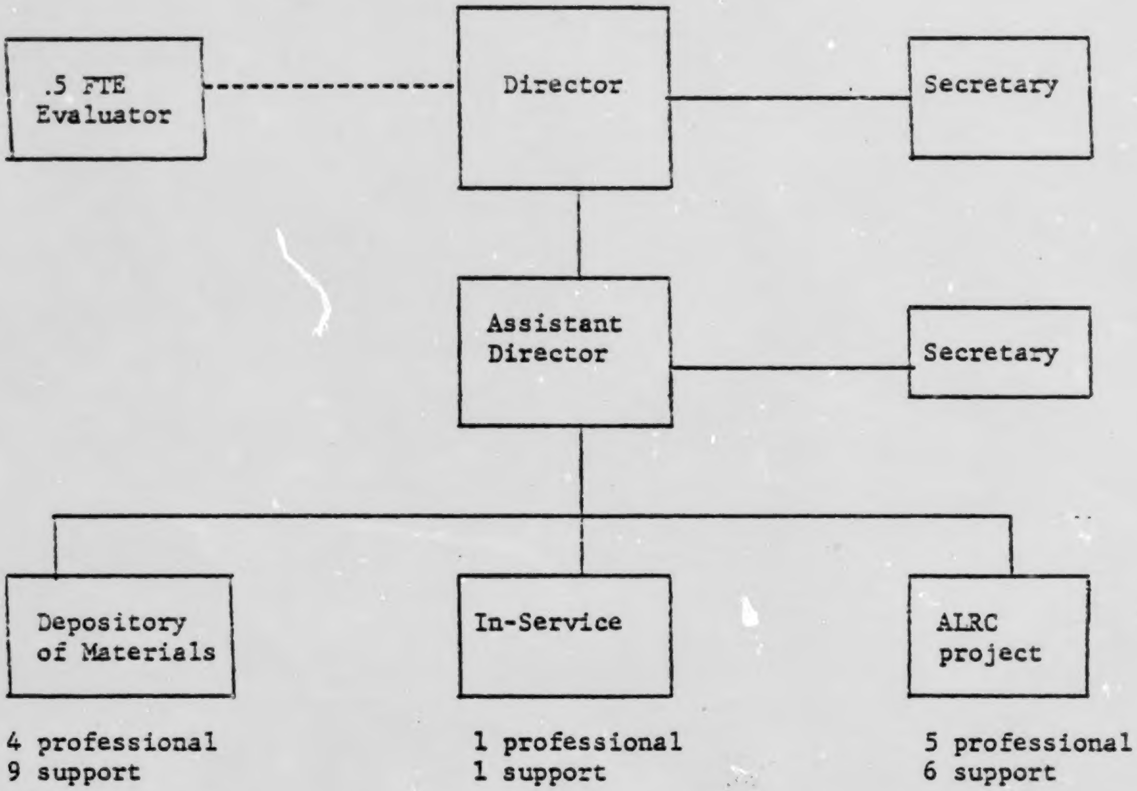
Finance, Grants and Reimbursements

Office Support Services

Program Evaluation

APPENDIX D

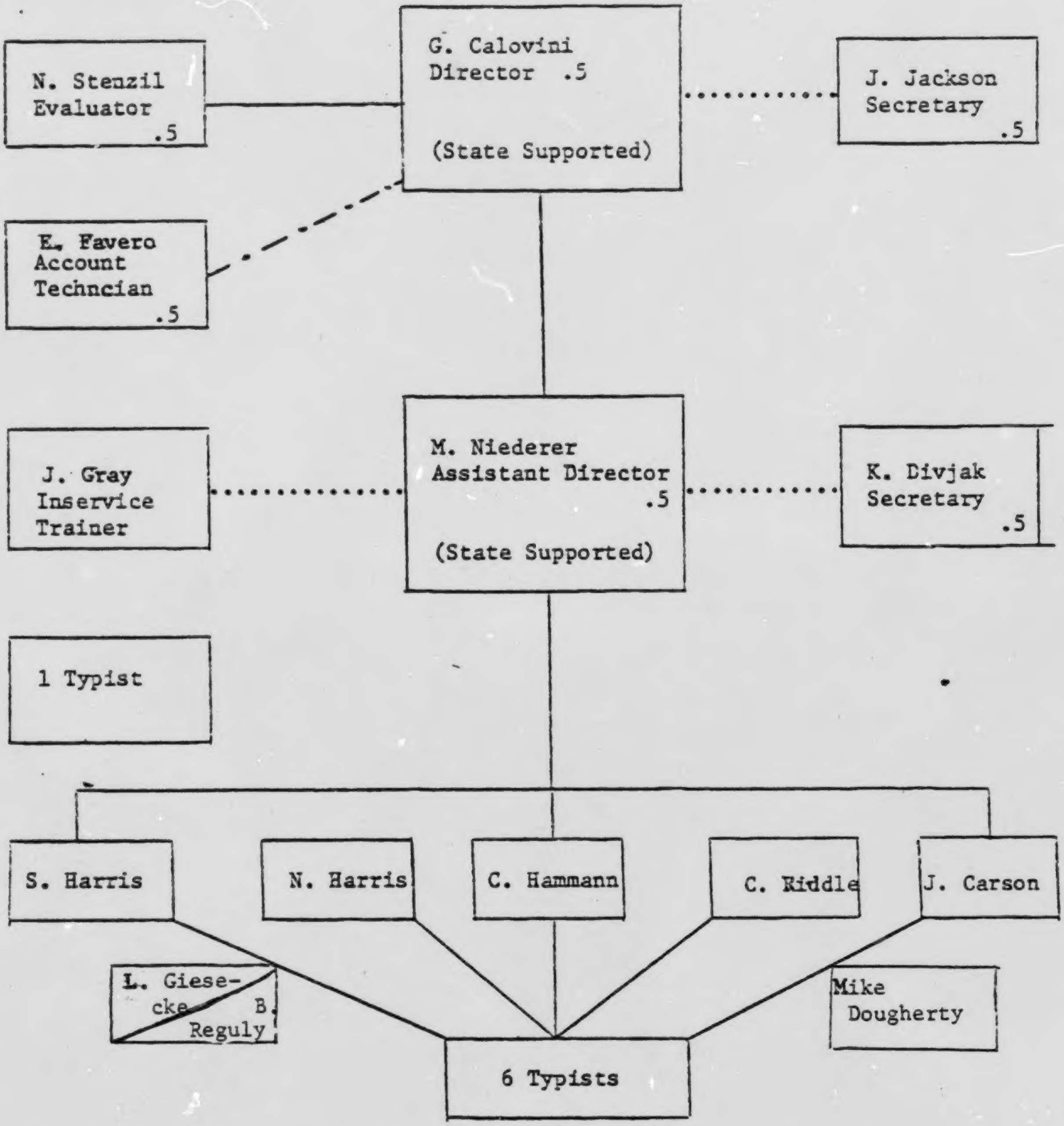
Materials Development and Dissemination Section


.5 FTE Evaluator
Director
Secretary
Assistant Director
Secretary
Depository of Materials
In-Service
ALRC project
4 professional
9 support
1 professional
1 support
5 professional
6 support

Section Personnel - 30.5 Total
12.5 Professional
18. Support

APPENDIX E

ALRC


G. Calovini
Director .5
(State Supported)
N. Stenzil
Evaluator
.5
J. Jackson
Secretary
.5
E. Favero
Account
Techncian
.5
M. Niederer
Assistant Director
.5
(State Supported)
J. Gray
Inservice
Trainer
K. Divjak
Secretary
.5
1 Typist
S. Harris
N. Harris
C. Hammann
C. Riddle
J. Carson
L. Giesecke
B. Reguly
Mike
Dougherty
6 Typists

ALRC Personnel - 13.5 Total
Professional 6.5
Support 7

.... denotes State supported position
—— ALRC supported position
-.-.- State supported position attached to Fiscal Branch and assigned ALRC responsibilities.

POSITION DESCRIPTION
Gloria Calovini, Director
50% FTE, (State Supported Position)

Gloria Calovini directs the Illinois ALRC. As a full-time employee of the Illinois Office of Education, 50% of her time has been allocated to the ALRC. Duties generally fall into five categories: program development/management, fiscal accountability, personnel actions, coordination and communication.

IIA-01-1

Analyze and interpret Third Party Needs Assessment data.

VIA-01-4

Conduct staff meetings, advisory committee meetings, inservice sessions, ad hoc committees and confer individually with staff.

VIA-02-3

Review fiscal reports and make necessary decisions.

VIB-01-1

Attend and participate in network national/regional professional meetings and participate in committees.

POSITION DESCRIPTION
Margaret Niederer, Assistant Director
50% FTE(State Supported Position)

Provide leadership in the development of goals, objectives and activities to implement the Area Learning Resource Center proposal and supervise, monitor and evaluate the six professional staff and seven support staff assigned to the program, which are primarily under Workscope Area VI.

VIA-01

Planning

Plan in cooperation with the director, the objectives for the ALRC project.

Develop cooperatively with the professional staff activities to meet the objectives within the project.

Meet with the advisory committee as scheduled.

Document specific Illinois needs concerning materials for the handicapped and submit to the Assistant Superintendent and the State Superintendent of Education.

VIA-02

Supervise/Monitor/Evaluate Staff

Monitor activities of professional staff and plan strategy changes if necessary.

Evaluate staff and write Illinois Office of Education personnel evaluations.

Implement office policy in regard to personnel requests.

Initiate structure and deal with problems of professional staff in a daily basis.

Reporting

Compile/review monthly reports of major accomplishments.

IA-03, ID-01, IC-01, VIA-3

Program Activities

Attend SEA meetings, relative to the implementation of the project: directors of special education, departmental, advisory, interdepartmental and other Illinois educator groups.

POSITION DESCRIPTION
Joan D. Carson, Educational Specialist

This position is primarily responsible for developing and implementing guidelines for writing Individualized Educational Programs (IEPs), for developing and implementing a process that will complete the Media/Materials guidelines component of the IEP,; for planning and coordinating training sessions for administrators on P.L. 94-142.

IA

Conduct/assist with coordination of inservice training sessions throughout the state on the individualized educational program.

IC

Provide liaison to Program Planning and Development Section in a process to develop and disseminate models and guidelines for the IEP media/materials needs of the handicapped in the state.

VI A

Attend staff and department meetings.

Complete ALRC/IOE monthly, quarterly and agency reports.

Attend staff development conferences/workshops.

POSITION DESCRIPTION
Shirley Harris, Educational Specialist

This position is primarily responsible for the implementation of a plan to develop guidelines regarding the media/materials component of the IEP required in P.L. 94-142. In addition, develop a plan that will assure that Illinois Office of Education staff and Program Planning and Development Section will incorporate the media/materials needs of the handicapped and submit a Final Technical Report of the ALRC project.

IA

In cooperation with RRC staff develop and implement a process that will complete the media/materials guidelines for inclusion in the IEP guidelines.

IC

Involve the Program Service Teams and Program Planning and Development Section in a process that will assure that models and guidelines for meeting the media/materials needs of the handicapped will be developed and disseminated.

Coordinate the Teacher Center Communication Program that includes a six-state conference and the preparation of a handbook on Illinois teacher center development. Respond to requests for information and technical assistance.

VI-A

Compile and write the three year Final Technical Report that will record significant project accomplishments and impact.

Attend week long training conference (NCEMMH).
Attend staff and department meetings.
Assist SEA in completing department activities and projects.
Complete ALRC reports.

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POSITION DESCRIPTION
Charles G. Riddle, Educational Specialist

The position is primarily responsible for working with the educational technologists within the Regional Service Program, specifically the REMIS programs, to provide assistance in the expansion and development of REMIS services and to provide inservice regarding ALRC information and REMIS guidelines.

IA

Arrange and meet with the fourteen educational technologists and the directors of the regional programs at least three times during the year to explore ways of expanding existing services and developing new programs.

Work cooperatively with the Media and Resources Services (MaRC) liaison person to collect information regarding resources and problems from the regional programs.

IC

In cooperation with the REMIS programs, honor at least 12 requests for consultation visits to either regional or local resource centers.

Respond to all letters and phone calls that concern consultation relative to the REMIS program support which are requested from the Illinois Office of Education.

Facilitate the development of programmatic guidelines in the areas of adapted p.e., behavior disorders, and hearing impaired.

VIA

Attend staff and department meetings.

Assist SEA in implementation of state plans and present relevant inservice when requested.

Complete appropriate reports for ALRC project.

Assistance to Program Evaluation Section of evaluation of REMIS projects.

POSITION DESCRIPTION
Norm Stenzel, Evaluator
50% FTE

The position is primarily responsible for the implementation of a plan that will undertake the following evaluative activities:

IIA

Provide support to the Third Party Needs Assessment. This will entail consultation with the Third Party Needs Assessor, providing necessary information to the Third Party Needs Assessor. Analyzing needs assessment data generated, for state purposes.

VIA

Systemization of records. Assisting management in obtaining up to date and accurate dtaa on the ALRC staff activities, or activities provided for the ALRC program.

Assist in analyzing and interpreting data obtained through the data collection process. (Data Consultant)

Support the ALRC staff efforts to collect evaluative data on workscope activities. Will entail design, instrument construction, and data analysis, e.g., workshops, etc.

Evaluator will document and provide judgemental perspectives on the nature, scope and extent of cooperation with the Illinois Office of Education: Program Planning and Development, Media and Resources Center, National Institute of Education Dissemination Project.

VIA

Provide ex post facto critical event analysis of the three years of REMIS. This will entail review of existing records, gathering additional documentation from relevant sources, systemization and analyzing the data, comparing the results of analysis to project proposals.

POSITION DESCRIPTION
Cheri Hammann, Educational Specialist

The position primarily includes responsibilities in three areas: Workscope Area III: Media, Materials, and Educational Technology Training; Workscope Element VIA: preparing the quarterly reports for submission to BEH; and Workscope Element IC.

IC

Develop an information package of media and materials used in prescriptive educational classrooms based on the educational prescriptions from the RRC and regional diagnostic classrooms and work with teachers at the local level in using and evaluating media and materials.

Work with NIMIS, educational technologists and SO_4 to provide needed materials to the teachers in prescriptive educational classrooms.

ID

Produce a notebook for the teachers of the severely/profoundly handicapped including materials used successfully by teachers in their classrooms.

III

Identify existing teacher inservice/preservice training materials.

Coordinate a committee of college-level special education personnel to analyze the current extent to which special education college students are educated in the use and operation of material and media. The committee will create minimum skills standards for college special education students.

Display and explain inservice materials at colleges and universities in Illinois that have approved programs in special education.

Acquire, maintain and loan inservice materials for evaluation purposes, to persons involved in the education of exceptional children. Select and purchase new inservice materials to add to the state collection.

Maintain a liaison with the Higher Education Advisory Council to exchange information.

Develop an annotated listing of all new inservice materials and disseminate to regional programs.

VIA

Write and submit quarterly technical reports for the federal project office.

Write monthly plans and reports for the state office.

Enter monthly progress report information into technical report to be submitted quarterly.

POSITION DESCRIPTION

Louise Giesecke, Educational Specialist
State .5
ALRC .5

The position primarily includes the coordination of major statewide conferences and mini-workshops under Workscope Element ID-01.

IC

Provide consultant services to SEA in the area of career education, media and materials for handicapped children. Develop and publish "A Teacher's Handbook on Career Development for Children with Special Needs: Grades K-6".

ID

Provide assistance to educational technologists in Illinois' 13 low-prevalence regions in conducting mini-workshops specific to child-use media and materials usage.

Conduct a one and one-half day statewide institute for educators of the hearing impaired.

Conduct a one and one-half day statewide institute for educators of the visually impaired.

Conduct a one and one-half day statewide institute for educators of the orthopedically handicapped.

IIIB

Attend a five day training session which will be offered by one of the Special Offices in technical assistance in a specific handicapping area and in the production and utilization of media and materials for that area.

VIA

Complete SEA and ALRC internal activities, meetings, reports and inservice training.

POSITION DESCRIPTION

Mike Dougherty, Educational Specialist

The position is primarily responsible for working with the educational technologists within the Regional Service Program, specifically the REMIS programs, to provide assistance in the expansion and development of REMIS services and to provide inservice regarding ALRC information and REMIS guidelines.

IA

Arrange and meet with the fourteen educational technologists and the directors of the regional programs at least three times during the year to explore ways of expanding existing services and developing new programs.

Work cooperatively with the Media and Resources Services (MaRC) liaison person to collect information regarding resources and problems from the regional programs.

IC

In cooperation with the REMIS programs, honor at least 12 requests for consultation visits to either regional or local resource centers.

Respond to all letters and phone calls that concern consultation relative to the REMIS program support which are requested from the Illinois Office of Education.

VIA

Attend staff and department meetings.

Assist SEA in implementation of state plan and present relevant inservice when requested.

Complete appropriate reports for ALRC project.

Liaison to Program Evaluation Section and assistance for development of evaluation instrument, implementation, follow-up and reports.

POSITION DESCRIPTION
Nancy Harris, Educational Specialist

The position primarily includes the responsibilities of serving as a liaison with the Illinois Office of Education, LRC and LRCP informational services, Workscope Elements IA, IC, and IE.

IA

Collect and disseminate information on local resources, producing a brochure describing ALRC/LRCP services, and the bimonthly information exchange between the regions and the ALRC. Respond to requests for information from the field.

Act as the advocate for special education and assist in developing the Illinois Resource and Dissemination Network (NIE Capacity Building Project).

IC

Develop and implement the consultant registry for special education in conjunction with the IRDN.

IE

Develop procedures and supervise operation of the National Instructional Materials Information System (NIMIS) for the State of Illinois. Collect entries and edit the Teacher-Made Materials publication.

IF

Work with the Media and Resources Center (MaRC) to improve resources and services to the ALRC staff. Develop a manual information retrieval system for "fugitive" special education documents.

IG

Act as liaison between the ALRC and the SOMD by providing access to SO_4 VIB-01: materials and by attending SO_4 national advisory committee meetings.

Collect consumer reactions to NIMIS, publicize NIMIS services in the Illinois Education News.

VIA

Complete internal project activities, reports, meetings, staff development.

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POSITION DESCRIPTION
Judith Gray, Educational Specialist

The position primarily includes responsibilities in the following areas: mini-workshops, Individualized Educational Programs (IEP), staff development, inservice packages, and planning and working cooperatively with SEA staff.

IA

Conduct or assist with coordination of inservice training sessions throughout the state on the individualized educational program (IEP).

IC

Work cooperatively with the Pupil Personnel Services Section and the Professional Development Centers on inservice training.

ID

Provide assistance to educational technologists in the thirteen REMIS regions by coordinating and facilitating a minimum of thirty and a maximum of forty-five mini-workshops throughout the state.

IIC

Identify new inservice training packages.

VIA

Plan, coordinate and/or conduct inservice training sessions for staff members.

Attend staff and department meetings.

Assist SEA in implementation of state plans.

POSITION DESCRIPTION
Bobbie Reguly, Educational Specialist
25% FTE, (State Supported Position)

The position is primarily responsible for coordination of the career education media and materials objectives under Workscope Element 1C-01. Provide consultation and assistance in:

1C-01
Developing a state plan in career education that will include full consideration for the needs of handicapped children, including legislation, media and materials, preservice and inservice teacher training, etc.

1A-01
Planning and directing career education workshop activities involving media and materials for handicapped children. Responding to request for information on career education media and materials for handicapped children.

Working with the Publications Council of the Illinois Career Education Journal, published by the Department of Adult, Vocational and Technical Education of the SEA.

Expanding A Teacher's Handbook on Career Development for Children with Special Needs: Grades K-6 (being published in 1976) to include grades 7-12, and participating in inservice activities for teachers learning how best to use media and materials in teaching career education to handicapped children.

1D-01
Coordinating statewide conferences for low-incidence handicapped teachers.

ILLINOIS OFFICE OF EDUCATION

AREA LEARNING RESOURCE CENTER

Bill Tilley - Assistant Superintendent	1976-77
Gloria Calovini - Project Director	1975-77
Margaret Niederer - Assistant Director	1975-77
Jackie Crain - Assistant Director	1975
William Lohman - Educational Specialist	1975
Chairmaine Young - Educational Specialist	1975
James Meeks - Educational Specialist	1975
Tom Meredith - Educational Specialist	1975
L.C. Brasfield - Educational Specialist	1975
Nick Xamis - Educational Specialist	1975
Deborah Wright - Educational Specialist	1976
Bobbie Cheaney Reguly - Educational Specialist	1975-77
Louise Giesecke - Educational Specialist	1975-76
Cheri Hammann - Educational Specialist	1975-77
Nancy P. Harris - Educational Specialist	1975-77
Cindy Terry - Educational Specialist	1976
Jean Preston - Educational Specialist	1975
Norman Stenzil - Educational Specialist	1975-77
Terry David - Educational Specialist	1975
Janet Tanner - Educational Specialist	1975
Judy Gray - Educational Specialist	1977
Joan Carson - Educational Specialist	1977
Chuck Riddle - Educational Specialist	1977
Michael Dougherty - Educational Specialist	1977
Shirley Harris - Educational Specialist	1975-77

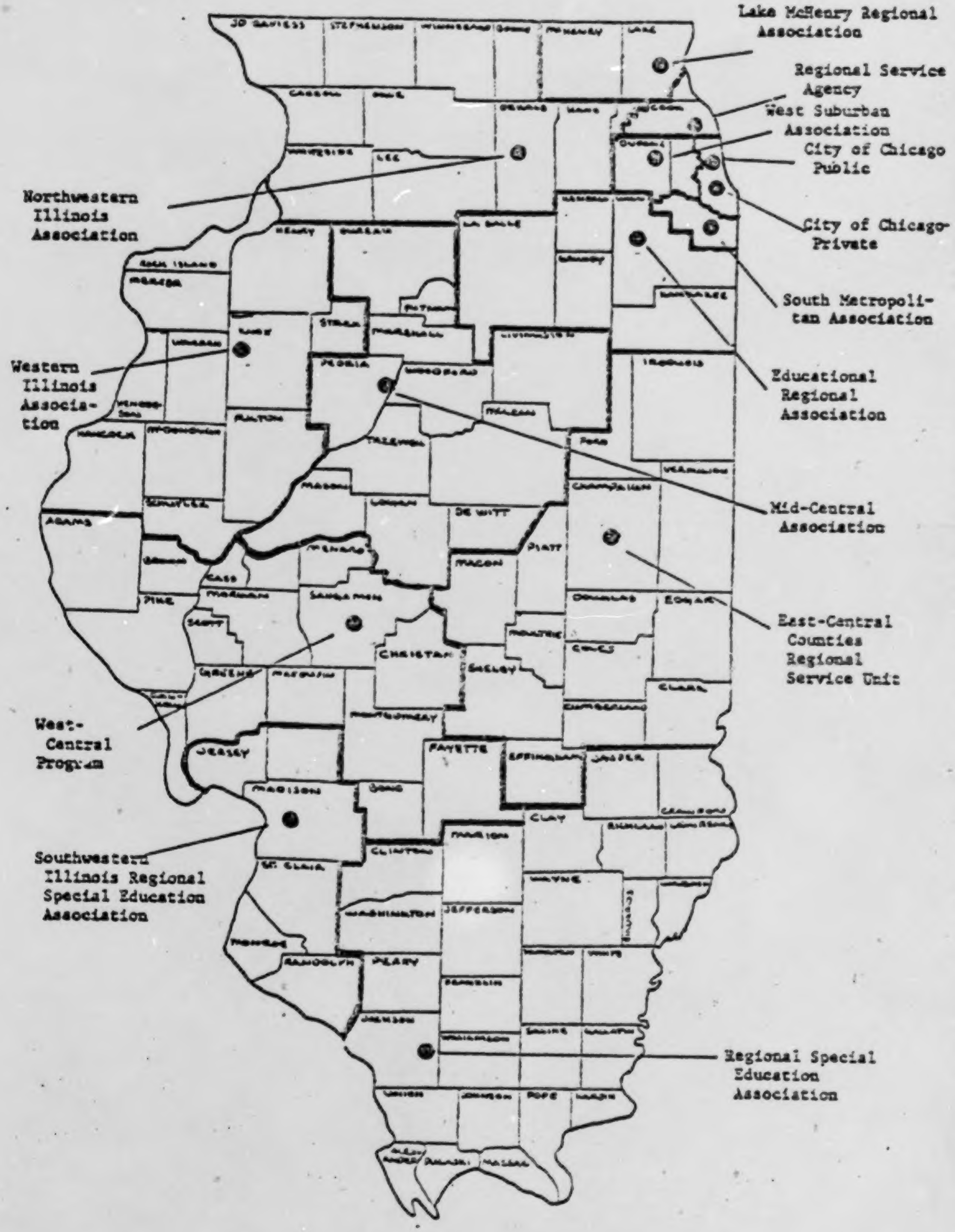
Each of the following, in his/her individual way, also contributed importantly to the operation of the ALRC Project:

Frances Spicer
Karen Divjak
Pam Jurkoshek
Eileen Marvel
Jim Byron
Zoe Bartolo
Gail Krech
Harriet Lindsey
Barbara Eberwein
Lee Ann Barclay
Mary Valente
Mabel Turner
Kathy Baker

Jeannette Clifton
Mary Jo Rappe
Joan Ractor
Ed Adcock
Murie Wehrmeister
Nell Weiss
Madonna White
Bill Smith
Eileen Favero
Linda Ruot
Linda Warren
Theresia Scoles
Debbie Lindsey

APPENDIX F

BOUNDARIES OF REGIONAL EDUCATIONAL MEDIA INFORMATION SERVICE (REMIS)


Lake McHenry Regional Association
Regional Service Agency
West Suburban Association
City of Chicago Public
City of Chicago-Private
South Metropolitan Association
Educational Regional Association
Mid-Central Association
East-Central Counties Regional Service Unit
Regional Special Education Association
Northwestern Illinois Association
Western Illinois Association
West-Central Program
Southwestern Illinois Regional Special Education Association
JO DAVIESS
STEPHENSON
McHENRY
LAKE
LEE
ROCK ISLAND
MERCER
PUTNAM
LA SALLE
GRUNDY
STARK
MARSHALL
PEORIA
WOODFORD
KNOX
WARREN
FULTON
HANCOCK
McDONOUGH
TAZEWELL
McLEAN
FORD
IROQUOIS
VERMILION
MASON
LOGAN
DE WITT
CHAMPAIGN
PIATT
SCHUYLER
ADAMS
BROWN
CASS
MENARD
MACON
PIKE
MORGAN
SCOTT
SANGAMON
DOUGLAS
EDGAR
MOULTRIE
COLES
CHRISTIAN
SHELBY
GREENE
MACOUPIN
CLARK
CUMBERLAND
MONTGOMERY
JERSEY
FAYETTE
EFFINGHAM
JASPER
MADISON
BOND
CLAY
CRAWFORD
RICHLAND
LAWRENCE
CLINTON
MARION
ST. CLAIR
WAYNE
WASHINGTON
JEFFERSON
MONROE
RANDOLPH
PERRY
WHITE
FRANKLIN
JACKSON
WILLIAMSON
SALINE
GALLATIN
UNION
JOHNSON
POPE
HARDIN
ALEXANDER
PULASKI
MASSAC

STATE OF ILLINOIS

ILLINOIS OFFICE OF EDUCATION
Specialized Educational Services
100 North First Street
Springfield, Illinois 62777
Phone: 782-2436

Gloria Calovini, Director
Louise Giesecke
Nancy Harris

Margaret Niederer, Assistant Director
Shirley Harris
Cheri Hammann

REGIONAL EDUCATIONAL MEDIA AND INFORMATION SERVICES (REMIS)

The REMIS Coordinators provide information and services to teachers of the handicapped on media, materials and educational technology.

CHICAGO PUBLIC SCHOOLS

Elberta E. Pruitt
Director of Special Education
228 North LaSalle Street, Room 664
Chicago, Illinois 60601
(312) 641-4138, 4139

Ada Brown
Special Education Coordinator
3100 South Kedzie
Chicago, Illinois 60623
(312) 641-4743

EDUCATIONAL SERVICE REGION COOK COUNTY - PRIVATE SCHOOLS

Gwen Ross, Director
33 West Grand Avenue
Chicago, Illinois 60610
(312) 467-6340

Bernadette Alber
REMIS Coordinator
33 West Grand Avenue
Chicago, Illinois 60610
(312) 467-6340

EAST-CENTRAL COUNTIES ASSOCIATION

Steve Tilton
Director
354 West Main
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(217) 429-0650

Sharon Cox
Educational Technologist
Handicapped Children's Material Center
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(217) 423-3280

EDUCATIONAL REGIONAL ASSOCIATION

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Director
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(815) 727-6431

Steve Floyd
Educational Technologist
ERA-JFK Diagnostic Clinic
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(815) 727-6431 Ext. 76

LAKE McHENRY REGIONAL ASSOCIATION

Dr. Mary Budzik
Director
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Peterson and Butterfield
Libertyville, Illinois 60048
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Peoria, Illinois 61603
(309) 672-6717

Jimmie Chapman, Educational Technologist
Rachel Zehr, Educational Technologist
Diagnostic Learning Center
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Peoria, Illinois 61603
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Stan Nelson, Director
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Springfield, Illinois 62703
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Marcia Rossi
Educational Technologist
730 East Vine Street, Room 203
Springfield, Illinois 62703
(217) 525-3022

WEST-SUBURBAN ASSOCIATION

Wendell Jones, Director
141 Green Valley Drive
Lombard, Illinois 60148
(312) 629-7272

Anthony Buijnarowski
Educational Technologist
Pleasant Lane School
415 North Main
Lombard, Illinois 60148
(312) 629-7162

EDUCATIONAL SERVICE REGION WEST COOK-DU PAGE - PRIVATE SCHOOLS

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Area Service Project
9930 Derby Lane
Westchester, Illinois 60153
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Bernardo deSimone
Administrative Representative
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Wheaton, Illinois 60187
(312) 682-7436

NORTHWESTERN ILLINOIS ASSOCIATION

Jerry Maring, Director
145 Fisk Avenue
DeKalb, Illinois 60115
(815) 758-0636

Richard C. Ehret

Educational Technologist
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Northern Illinois University
DeKalb, Illinois 60115
(815) 753-0254

REGIONAL SERVICE AGENCY

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Skokie, Illinois 60076
(312) 679-7950

Jerry Baginski
Educational Technologist
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Skokie, Illinois 60076
(312) 679-7950

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Robert Van Dyke, Director
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Dolton, P.O. Harvey, Illinois 60426
(312) 841-7800

Tom Ascher
Educational Technologist
Mailing Address:
250 Sibley Boulevard
Dolton, P.O. Harvey, Illinois 60426
(312) 331-4466

SOUTHWESTERN ILLINOIS REGIONAL SPECIAL EDUCATION ASSOCIATION

Dr. Robert Carpenter
Director
1826 Jerome Lane
Cahokia, Illinois 62206
(618) 332-6576

Marlena Gregory, Coordinator (618)656-7555
Delores Zirges (Mini-workshops)
Poag Road, R. R. #6
Edwardsville, Illinois 62025
(618) 656-7077

WESTERN ILLINOIS ASSOCIATION

Robert Bowen, Director
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Macomb, Illinois 61445
(309) 837-4873

Roger Rezabek
Educational Technologist
850 Mulberry
Galesburg, Illinois 61401
(309) 342-5126

REGIONAL SPECIAL EDUCATIONAL ASSOCIATION

Larry Goldsmith, Director
1010 West Main
Marion, Illinois 62959
(618) 997-3434

George Dudley
Educational Technologist
1010 West Main
Marion, Illinois 62959
(618) 997-3434

RE Workscope Elements

Special Education Information Retrieval and Dissemination

- Identify and document appropriate recipients of services.
- Identify and document the needs of recipients.
- Identify and document available resources (consultants, information collections, services.)
- Design and develop information dissemination system.
- Operate and maintain the information dissemination service (including inservice training, curriculum development, and materials development and access.)
- Evaluate and revise the system.

INSERVICE TRAINING	CURRICULUM DEVELOPMENT	ADAPT/DEVELOP MATERIALS	ACCESS TO MATERIALS
* Identify and document appropriate recipients (audience). * Identify and document needs. (Take into account existing LEA, JA or county programs) * Identify and document resources (consultants, information collections, services) for input into information system. * Plan and implement inservice training to fulfill needs (Based on regional planning) * Evaluate the inservice training. * Follow-up	*Identify and document appropriate recipients. *Identify and document needs. (On basis of existing programs in LEA's, JA's private schools or State/Federal projects.) *Identify and document possible resources and put into information system. (Ordinarily written guides should not predate 1970) *Plan and implement ways to fulfill needs. *Evaluate the fulfillment of needs. *Identify needs for which curricula do not exist. (Indicates inter-regional/statewide planning) *Follow-up	*Identify and document appropriate recipients. *Identify and document needs. *Identify and abstract regionally adapted/developed materials for input into information system. *Evaluate the fulfillment of needs. *Facilitate opportunities for teachers to adapt/develop materials. *Follow-up	*Identify and document appropriate recipients. *Identify and document needs. *Identify and abstract available materials for input into information system. (Possibly purchase new materials.) *Identify and describe materi collections existent within the region. *Evaluation the fulfillment of needs. *Follow-up

RECEIVED

JUN 22 1977

PROGRAM EVALUATION
& ASSESSMENT

June 20, 1977

Mr. Martin Kaufman
Acting Chief
State Program Studies Branch
Bureau of Education for the
Handicapped
Department of Health, Education
and Welfare
Washington, D.C. 20202

Dear Mr. Kaufman:

In reference to your letter of May 26, 1977, the State of Illinois chooses not to participate in the BEH study "National Needs Assessment of Educational Media and Materials for the Handicapped" for several reasons. First, the study has not received support from the Council of Chief State School Officers and their Committee on Evaluation and Information Systems (CEIS). Secondly, the federal data response burden on Local Education Agencies is overwhelming; therefore, the State Education Agency has the responsibility of trying to reduce or eliminate what it considers to be unnecessary response burdens whenever possible.

While we certainly encourage the concept of obtaining planning information in order to better utilize media and materials in the instruction of handicapped children, the instrumentation and procedures you have sent us will not produce useful, valid information.

Sincerely,

Joseph M. Cronin
State Superintendent of Education

JMC:TK:bc 3/2

bc: Joseph M. Cronin
Nelson Ashline
Bill Tilley
Garth Yeager
Joe Fisher
Gloria Calovini
✓Tom Kerins
Word Processing

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

May 26, 1977

Hon. Joseph M. Cronin
Superintendent of Education
State Department of Education
Springfield, Illinois 62706

Dear Mr. Cronin:

We are pleased to advise you that the OE/BEH study "National Needs Assessment of Educational Media and Materials for the Handicapped" has been approved by the Office of Management and Budget. We expect that this assessment will be helpful to you in delivering services to handicapped children. A sample questionnaire and a package of materials are enclosed describing the study which is anticipated to be carried out during the next school year.

In accordance with the clearance process, we have been requested to confirm previous communications concerning your choice of response. There are several possible alternative ways for your state to participate in this survey. Please verify the alternatives which you consider best for your state's participation.

1. All forms and materials will be mailed directly by the contractor to your office for distribution to LEAs or personnel involved in the study to be:
    a. conducted in the state on a universe basis
    b. conducted in the state on a sample basis
2. The contractor on behalf of the Bureau of Education for the Handicapped will mail directly to all LEAs or personnel involved in the study to be:
    a. conducted in the state on a universe basis
    b. conducted in the state on a sample basis.

Our contractor will call your office within the near future to receive your answer. Thank you for your cooperation.

Sincerely yours,

Martin J. Kaufman

Martin J. Kaufman, Acting Chief
State Program Studies Branch
Bureau of Education for the Handicapped

RECEIVED
MAY 27 1977
FEDERAL PROGRAMS

CC: Director, Special Education
Enclosures

1

State of Illinois
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706

Michael J. Bakalis
Superintendent

December 6, 1974

Dear Regional Project Director:

When the original guidelines for developing regional programs were disseminated, two distinct responsibilities were outlined. They included: (1) the development of programming for low-prevalence children, and (2) the development of a Regional Media and Information System (REMIS). The REMIS program was to have the ultimate potential of serving all handicapped children and their teachers by using the regional administrative structure. Guidelines further indicated that five percent of the budget was to be reserved for materials, and since each project included such requirements as inservice training, dissemination of information, curriculum development and so forth, which were synonymous with the goals of the REMIS, there was no reason to think of separate staffs. Projects were encouraged to include staff people for the development of the Regional Educational Media and Information Service within the basic application and not to consider them as a separate part which would be limited to five percent. (It has become apparent that "materials" may need to be interpreted as including instructional equipment. Such a request may be negotiated with your project officer.)

When the application forms themselves were distributed, written instructions entitled "Educational Media and Information Services Guidelines" were attached. A copy of these guidelines which were a part of the official instructions for project writing is attached. You will note that the second paragraph on the bottom of page two clearly outlines the mandate. The guidelines also spell out five areas of responsibility which should have been addressed in your project as you developed the plans for a Regional Educational Media and Information System. Special emphasis was made of the fact that this system was not to be construed as a series of large regional depositories of materials. Instead, emphasis was given other areas which preceded physical accessibility to materials.

Although verbal instructions were given by OSPI staff people as they assisted regions in their preplanning, and written information accompanied the application form, there appears to be misunderstanding about this phase of the regional project. This directive is being issued in an attempt to clarify any misunderstanding and to provide a written document which outlines the general guidelines for operation.

Each regional project should have included plans for the development and implementation of a Regional Educational Media and Information System. State staff personnel (Handicapped Children Section staff and Department Educational Media and Information staff) are coordinating their efforts to review projects to determine whether this aspect of the total plan has been addressed. In those instances where additional assistance is necessary, the combined efforts of state staff will assist project staff in complying.

Each project was asked to consider the employment of a special education technologist who could implement the program. In order to be as reasonable as possible, project directors were informed in October that if such a person had not been employed, and if for one reason or another would probably not be employed during the current year, it would be necessary to show how the time of other staff members could be allocated to create a full-time equivalent to implement the plan. In addition, each project director was to notify this office of a consistent representative who could attend each of the statewide Educational Media and Information System meetings so that the region would have the benefit of continuity of information and input.

This office had originally felt that the job description of the educational technologist would naturally evolve regionally. However, at the second statewide meeting of directors and educational technologists the Department for Exceptional Children staff was asked for a more definitive job description of the educational technologist. In response to this request, a description was developed and submitted to each project director. A copy is attached.

A minimum number of requirements have been imposed upon the regional projects; however, certain statewide goals have been reiterated since the intent of the development of this system was to establish an effective and viable statewide media and information network with long-range statewide goals identified in the very beginning. The intent was to preclude the establishment of 13 individual and totally unrelated systems which could not effectively be brought together at a later date. Beyond indicating statewide goals toward which each region must work, administrative structures, operational procedures, and specific activities were left to the discretion of the region and the needs particular to that region.

Following in priority order are the five broad areas of concern:

(1) Information dissemination.

In this age of information explosions much information is available; however, there does not appear to be a systematic way in which it can be stored and retrieved. As previously pointed out, reports of the innovations which have resulted from Title III ESEA projects, from building projects, and from a number of other programs have not been effectively collected and disseminated. For instance, the gifted program has made great strides in inservice training procedures. Regretably, these techniques have not generally been disseminated across the special education community. The development of a statewide information system is one of the long-range statewide goals. To this end, the purchase of materials was delayed pending the satisfactory adoption of a common classification and coding system by the representatives of the collective regions. What ultimately happens to this information system will depend on the recommendations made by the regional project people. A long-range possibility might be to enter it all into a centralized computer with terminals in each of the regions. This is an objective which can be explored and which will be accepted or rejected based on the recommendations of personnel, effectiveness, cost, and availability of funds. Notwithstanding, a system for information collection and dissemination must be developed on a statewide basis using whatever means does seem most feasible. Regionally the dissemination of information should concern itself with determining what already exists in terms of LEA maintained material centers. Contacts should be established with the personnel involved so that lines of communication can be established within the region. A vehicle for enabling needs and questions to emerge should be developed along with a process for securing information and funneling answers back to the teachers who need daily assistance in the classroom. Information about successful programs, innovative teaching techniques, new methods and research which can be translated into useful classroom activities should all become available. It is suggested that the master plan for each region be developed as the needs and potential for the region dictate.

(2) Systematic inservice training programs.

It is possible that funds may be secured from other sources to assist in providing inservice training activities for teachers who deal with handicapped children. The development of a statewide plan for inservice activities would necessitate the identification of a limited number of topics which could be addressed annually. Based on these priority identified needs, plans for the development of a format dealing with each inservice topic could be developed. We are hopeful that the statewide package of inservice activities would qualify for additional dollars beyond those already allocated to each regional project. Using the selected topics and format each region could develop its own inservice training program with the topic embellished or abbreviated to meet the unique needs of the region. Beyond the comprehensive statewide plan for inservice training, each region would be free to develop whatever individualized sessions the region requests.

(3) Curriculum development.

In the past a number of publications or curricula have emanated from the state office. These have been developed for use with EMH, TMH, young visually handicapped, and other types of handicapped children. It is the intent to identify the need for the development of new curriculum materials. Topics would be selected on a statewide basis, and each region would have the opportunity to participate. This could be done by using project staff or working committees from within the region. Topics which have been identified would be based on statewide priorities and would be developed for the state in general with adaptations that can be made within each region as teachers see fit.

(4) Development of new materials.

As systematic inservice training programs and statewide curriculum development plans are implemented, the need for new or adapted materials may surface. Again, these needs would be identified on a statewide basis and attempts to meet those needs would be done according to a statewide plan. This does not preclude the development of any materials which a region may want to undertake.

(5) Availability of teaching media and materials.

All of the previous objectives may culminate in the need for physical access to media and materials. You have been asked to reserve a portion of your budget for purchasing these items. You will note that the word "center" has not been used in any of the guidelines because an attempt has been made to steer away from the concept that a regional service revolves around a depository or center of materials. The method that you use for providing physical access to materials within your own region should be the one which you feel can be developed to serve your clients best. What we are requiring is that a composite inventory listing be maintained on the materials which are purchased with project funds so there will be a union catalog of what exists regardless of location.

Obviously the local districts within your region are apparently addressing each of these five areas of responsibility to some degree. It is not the intent of this project to duplicate efforts. It is the intent of this project to coordinate efforts. Programmatically speaking, joint agreements are not designed to duplicate the kinds of services which are provided by individual districts. Regional programs were not intended to duplicate services which are provided by local districts. In each instance, including the Regional Media and Information System, it is the intent to provide a vehicle whereby services can be coordinated to the mutual advantage of the personnel involved and for the benefit of children.

Sincerely,

Gloria Calovini
Director
EMIS

GC:pj

Enclosures

REMIS
Planning/Advisory Committee

Stan Nelson
Director
West-Central Program
730 East Vine Street
Springfield, Illinois 62703

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Coordinator
Educational Service Region
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33 West Grand Avenue
Chicago, Illinois 60610

Dr. Harold Berjohn
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Director
Southwestern Illinois Regional
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Dr. Mary Budzik
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Nancy Harris
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Illinois Office of Education
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Springfield, Illinois 62777

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Educational Technologist
Educational Regional Association
ERA-JFK Diagnostic Clinic
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Joliet, Illinois 60435

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Educational Technologist
Northwestern Illinois Association
145 Fisk Avenue
DeKalb, Illinois 60115

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Educational Technologist
South Metropolitan Association
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Dolton
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Dr. Vernon F. Frazee
Director of Special Education
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Morton Grove, Illinois 60053

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Peoria, Illinois 61603

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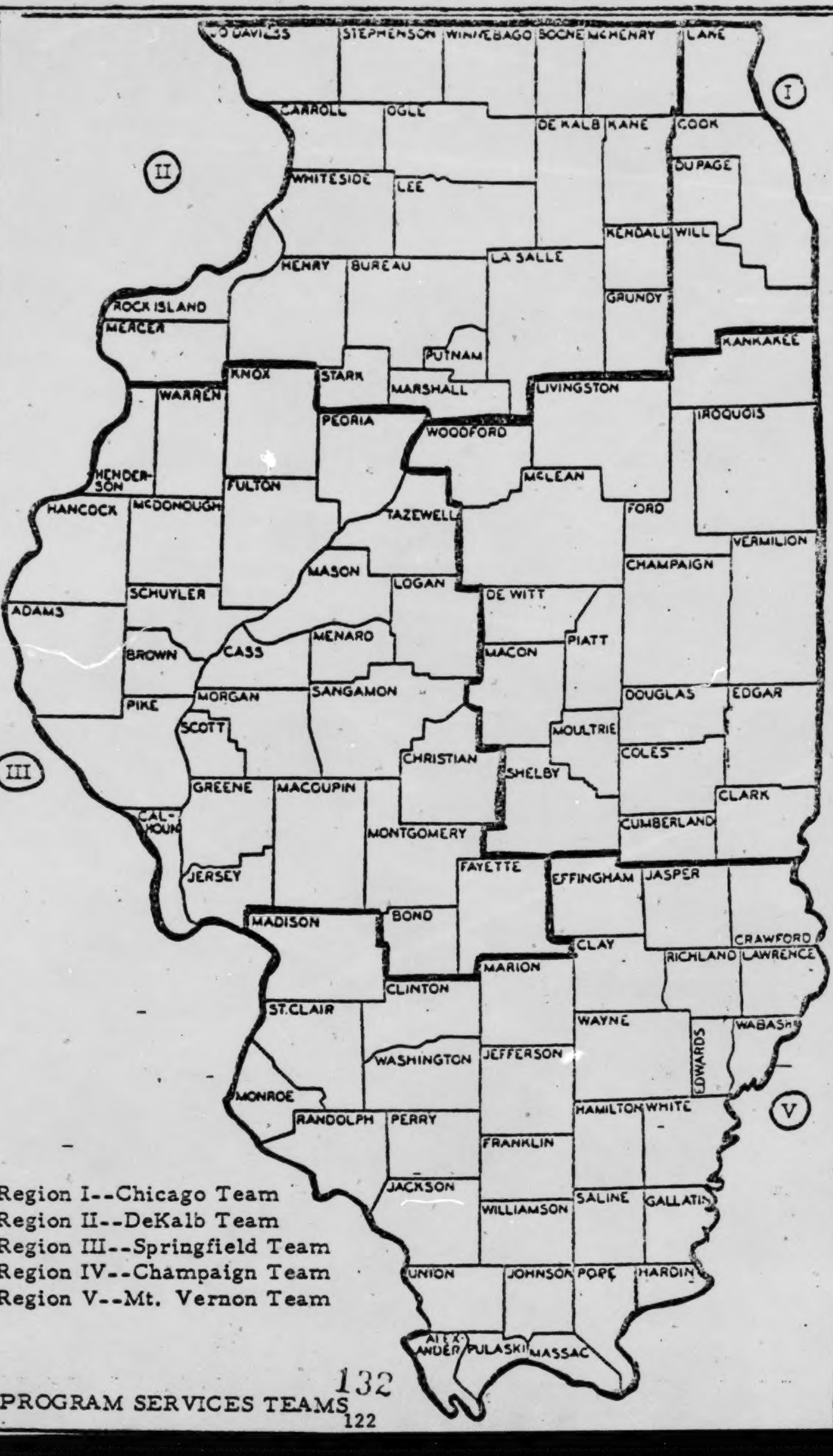
Chairman
Illinois Psychological Association
School Section
7700 Gross Point Road
Skokie, Illinois 60076

Gene Osborne
Prinicipal
Springfield Public Schools
Springfield, Illinois 62704

APPENDIX G


JO DAVIESS
STEPHENSON
WINNEBAGO
BOONE
McHENRY
LAKE
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CARROLL
OGLE
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DU PAGE
WHITESIDE
LEE
KENDALL
WILL
HENRY
BUREAU
LA SALLE
ROCK ISLAND
GRUNDY
MERCER
PUTNAM
KANKAKEE
KNOX
STARK
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McLEAN
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McDONOUGH
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PIATT
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CALHOUN
MONTGOMERY
CUMBERLAND
FAYETTE
EFFINGHAM
JASPER
JERSEY
MADISON
BOND
CRAWFORD
CLAY
RICHLAND
LAWRENCE
MARION
CLINTON
ST.CLAIR
WAYNE
WABASH
EDWARDS
WASHINGTON
JEFFERSON
MONROE
HAMILTON
WHITE
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RANDOLPH
PERRY
FRANKLIN
JACKSON
WILLIAMSON
SALINE
GALLATIN
UNION
JOHNSON
POPE
HARDIN
ALEXANDER
PULASKI
MASSAC

Region I--Chicago Team
Region II--DeKalb Team
Region III--Springfield Team
Region IV--Champaign Team
Region V--Mt. Vernon Team

PROGRAM SERVICES TEAMS

DEPARTMENT OF LOCAL EDUCATIONAL AGENCY SERVICES

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Springfield, Illinois 62777
Telephone: 217/782-5418

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Chicago, Illinois 60601
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Ms. Peggy Phee, Acting Asst. Manager

REGION II
DE KALB PROGRAM SERVICES TEAM

Northern Illinois University Campus
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(Mailing address: P. O. Box 625)
DeKalb, Illinois 60115
Telephone: 815/753-0261

Mr. John Stoudt, Manager
Ms. Sue Kurtz, Asst. Manager

REGION III
SPRINGFIELD PROGRAM SERVICES TEAM

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Ms. Nan Spalding, Manager
Mr. Jack Robertson, Asst. Manager

REGION IV
CHAMPAIGN PROGRAM SERVICES TEAM

3 Henson Place
Champaign, Illinois 61820
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Dr. Jerry Foster, Manager
Vacant, Asst. Manager

REGION V
MT. VERNON PROGRAM SERVICES TEAM

601 North 18th
Mt. Vernon, Illinois 62864
Telephone: 618/242-1676

Mr. Richard Haney, Manager
Mr. Mont Davis, Asst. Manager

PROGRAM PLANNING AND DEVELOPMENT SECTION

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Springfield, Illinois 62777
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Mr. Lyndon Wharton, Manager
Mr. Rob Sampson, Asst. Manager

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Peggy Phee, Acting Assistant Manager

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Harry Blackburn
Deborah Buelow
Virginia Giddens
Eileen Koty
Sylvia Hoffman
Linda Levy
Lynne Ostfeld
Anderson Springfield
Willie Stewart
Paul Terhorst
Linda Vass
Dorothy Woods

DE KALB TEAM:

Jack Stoudt, Manager
Sue Kurtz, Assistant Manager

Roy Asplund
Robert Biggers
Edward Brattrud
Kenneth Brooks
William Callahan
Frank Dagne
Linda Davidson
Louis Emge
Frank Gruber
Edward Kregor
Marcia Smith
Lynda Taylor

SPRINGFIELD TEAM:

Nan Spalding, Manager
Jack Robertson, Assistant Manager

Norman Austin
Daniel Brauer
Richard Brink
Margaret Brown
Martin Chilovich
Jackie Crain
Richard Deckard
Dean Flanders
Donald Gideon
Edith Helmich
Ward Iaun
Alan Jones
Jim Meeks
Susan Penn
Marilynn Stark
Celia Wesle

CHAMPAIGN TEAM:

Jerry Foster, Manager
Vacant, Assistant Manager

Charles Armitage
Larry Baker
Don Christ
Mary Ellen Martin
Richard Romer
June Scannell
Ray Schaljo
Julia Triplett
Jeannie Vansickle
Lee Viehweg
Gil Ward

MT. VERNON TEAM:

Richard Haney, Manager
Mont Davis, Assistant Manager

Harold Bookhout
Willadene Brown
Ron Browning
Troy Cole
LaVerne Crawford
John Davis
Robert Enrietto
Charles Jay
Cheryl Millar
Cecelia Muckelroy
Jean Muckelroy
Robert Munday
Jere Shaw
Conan Smith

ILLINOIS OFFICE OF EDUCATION

MEDIA AND RESOURCE CENTER STAFF

William E. Lohman	Manager
Ann Heelen	Librarian II
Juanita Tripp	Librarian II
James Grubbs	Audio-Visual Technician
Eileen Mavrel	Clerk-Typist II
Dorothy Quinn	Librarian Aide
Jean Humm	Clerk Typist

ILLINOIS OFFICE OF EDUCATION

ILLINOIS RESOURCES AND DISSEMINATION NETWORK STAFF

Carole Reisinger	Manager
Rot Bartk	Information Retrieval Specialist
Francis Garrick	Educational Specialist
Ann Heelen	Librarian II
Juanita Tripp	Librarian II
Joan Rector	Secretary

APPENDIX H

AUG 8 REC'D

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Date: August 3, 1977

MEMORANDUM

TO: Gloria Calovini

FROM: William E. Lohman

SUBJECT: ALRC Final Technical Report

Attached are copies of several letters, memoranda, etc. related to documentation reflecting interagency liaison and activities, and/or communication between the Media and Resources Center (MaRC) and the ALRC Project. Two main items to review are the memorandum of October 17, 1975, from Cindy Terry to Marie Sivak and of December 9, 1976 to Nancy Harris.

The first relates to agreed upon procedures and working relationships between our sections, the second relates to merging of like files and relocation of others. The other copies relate to MaRC correspondence from out of state individuals requesting films or other items. These individuals were referred to their particular ALRC.

The REMIS staff coordinated through the ALRC have been regular MaRC patrons for both information and materials. MaRC has often referred field special education personnel to their particular REMIS or specific ALRC staff members for requested materials and information.

Cheri Hammann and MaRC staff have worked very closely in relationship to storing and loaning the inservice training materials to various institutions.

ALRC staff have often been MaRC patrons for ERIC searches and other reference information, equipment, and materials. Efforts have been made by both our staff to keep close contacts, to refer requests to proper staff, and to provide information and materials requested by our various patrons and clients.

If you need further information or have questions please contact me.

cc: Susan K. Bentz

IOE 51-19 (1/75)

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Date: October 17, 1975

MEMORANDUM

TO: Marie Sivak

FROM: Cindy Terry

SUBJECT: October 16 meeting

Thank you for meeting with me on October 16. It will be of great benefit to both the ALRC and MaRC to open channels of communication, and allow them to flow freely. I am taking the liberty of synthesizing the meeting and procedures agreed upon. If you have any questions, comments, or corrections, please do not hesitate to contact me.

1. Handouts (publications): MaRC has been receiving requests for information and publications regarding Special Education, and has been channeling them to the ALRC section. This policy is to continue, with the ALRC professional staff responding to requests for information via letter, and forwarding requests for publications to the warehouse. The question was asked concerning ALRC responding to all requests for publications. A mutual understanding was reached, wherein the MaRC would send requests for publications other than Special Education to the warehouse, with letters requiring a response referred to the appropriate section in the agency (DVR, DVTE, etc.)

2. Child Use Materials: The child use materials are housed in MaRC and are restricted loan to those professionals needing the materials for workshop demonstrations. There is, as yet, no cataloging or formal check-out procedures for these materials. However, some of the materials do have a check-out card which should be left at MaRC.
It is understood that MaRC does not have the financial capability to order any new child use materials to update the collection. Any materials ordered through the ALRC are to be housed in MaRC.

IOE 51-19 (1/75)

3. Acquisition of New Professional Books: It is understood that the ALRC professional staff can request, in writing and with justification, new books to be added to the present collection of professional books. A new form for these requests is in the process of revision and will be required for use when it becomes available. The requests are to be submitted to Ann Heelen.

I hope that the explanation of the ALRC project and the roles of its staff members was beneficial to you, and that I can be of assistance to you in the future. I will be looking forward to working with you and your staff throughout the year.

cc: Gloria Calovini

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Date: December 9, 1976

MEMORANDUM

TO: Nancy Harris

FROM: William E. Lohman

SUBJECT: Relocation of Special Education Information File

Attached are my two memorandums to Byron Shanklin regarding destruction or removal of Special Education records etc. Further I spoke with Mr. Shanklin last week regarding same. He had Pat Brennan contact me 12/3/76 at which time Mr. Brennan said he would double check the files to insure all could be destroyed. In addition he would provide the boxes and handle the destruction this week.

In October MARC staff did merge several boxes of commerical catalogs into our files and also relocated your Special Education Associations file into our cabinets. I regret that the other cabinets have not been available for the third set of materials.

As regards to MARC staff assuming the research responsibilities for the system, I believe Ms. Calovini has already clarified this point to Sue Bentz. The research responsibilities were to be shared by MARC staff and yourself.

I expect the files to be available by next week and I believe MARC staff has been and will continue to provide the Materials and Dissemination Section as much research as is humanly possible.

cc: Sue Bentz
Gloria Calovini

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STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Data Systems Section
100 North First Street
Springfield, Illinois 62777

DATA SYSTEMS WORK REQUEST

Work Request Number ______

NSTRUCTIONS: This form is to be used for requesting computer services. Complete in duplicate and forward to the above section S-395).

CCOUNTING UNIT OR REQUESTING AGENCY	MAIL CODE	PHONE	ACCOUNTING UNIT CODE
Media and Resources Center	C-418	782-4433	95

AME OF REQUESTER	DATE SUBMITTED	DATE NEEDED	NUMBER OF COPIES
Bill Lohman	12/3/76	12/15/76	1 set

DESCRIPTION OF WORK REQUESTED

escribe below the purpose of this request (e.g. how it will be used, how often this work is done, etc.), and indicate the authority from which it is requested. nclude estimated volume of input, project calendar, desired output, etc. If mailing labels are requested, also state the purpose and estimated date of usage nd attach a completed copy of Master Mail File Request (IOE 60-53).

The MaRC's new film catalog is printed and ready for mailing. Because a large number of the films relate to special education and many of them are borrowed by special education programs, it is appropriate to mail each of these administrators a catalog. Please provide one set of mailing labels in Zip Code order as per attached IOE (60-35).

f the Data Systems Section is required to use a data file which the above equester has not produced, the requester must acquire approval to obtain he data file from the individual or department which developed the file i.e. file owner).

Date ______ *Signature of Data File Owner* ______

APPROVAL OF REQUEST

Date ______ *Signature of Director* ______

Date ______ *Signature of Assistant Superintendent* ______

— Do Not Write Below This Line —

JOB NAME AND OUTPUTS

ATE RECEIVED

WORK REQUEST COMPLETED

This Request has been ☐ APPROVED ☐ REJECTED

Date ______ *Data Services Approval* ______

This Work Request has been completed, edited and approved for release.

Date ______ *Released By* ______

SYSTEM NUMBER	ANALYST	PROGRAMMER
141		

8 REC'D

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Date: July 29, 1977

MEMORANDUM

TO: Gloria Calovini

FROM: Norman Stenzel NS

SUBJECT: ALRC Final Technical Report

The following list of activities is in response to a memo from Shirley Harris requesting a summary of the activities provided by the Program Evaluation and Assessment Unit for ALRC. The format for each of the responses will be as follows: each statement will begin with a brief identification of the nature of the activity, secondly the scope of the activity will be identified, and thirdly the duration of the work will be estimated.

1. The systems in writing evaluation components for ALRC proposals. This activity involved for participating in the planning meetings and the writing for each of the proposals submitted to the BEH. The amount of time invested in these activities was approximately twelve days.

2. Review of the RRC proposals. This activity involved the initial proposals submitted by the Peoria system and Illinois State University. The activity took place once for approximately a half day.

3. The program evaluation unit conducted a set of case studies for three REMIS sites in Illinois. The method of study involved predetermined set of questions and on-site visitations. The activity including the amount of planning necessary and the write up following these site visits 20 days the total work involved.

IOE 51-19 (1/75)

4. The program evaluation unit developed an on-site observational instrument for media and material centers. This activity involved the planning and development of the instrumentation and private testing of the instrumentation plus several meetings with ALRC people to describe the instrumentation. One major revision has also taken place. A final instrument was provided this year. The total amount of time involved in the development of the instrument was approximately 25 days.

5. Formative evaluation for career education component. The amount of time involved in providing on-site and other formative evaluation for the career education activities was approximately ten days. Forms were developed, observations conducted and results were prepared.

6. Review of two REMIS sites. This activity involved developing forms organizing on-site visitations of two days in length for two different REMIS sites in Illinois. The total amount of developmental and visitation time was approximately 14 days.

7. Provided on-site feedback evaluation for Teacher Center Conference. This activity included planning, the types of questions to be investigated and observation and interviewing during the actual conference. In all three days program evaluation time was invested.

8. Provided periodic consultation to various staff members including Mike Dordy, Mrs. Carson, Nancy Harris, Shirley Harris, Margaret Neiderer, and others. The consultation was on a variety of subjects, a variety of manners. Approximately 20 days has been invested in this type of activity.

9. Review of the National Needs Assessment instrumentation. The National Needs Assessment involved a variety of activities meeting with federal officials reviewing instrumentation by participating in the development of instrumentation in Berkley and other activities relating to preparation of reports and review. The total amount of time invested in these activities was approximately 20 days.

10. Evaluation of REMIS by questionnaires. Questionnaires were sent to REMIS coordinators, project directors, and REMIS clients. The three separate reports provided concerning the perception of the REMIS activities. Amount of time invested in this is equal to approximately five days.

11. Evaluation consultation with Joan Crisline for statewide IEP workshop. Formative evaluation of the workshop was conducted plus formal evaluation. Purpose of this was to provide information on the process and dinamics of the workshop. This activity approximately took five days.

bc/2/1

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

JUL 26 REC'D

Date: July 20, 1977

MEMORANDUM

TO: Gloria Calovini

FROM: E. L. Grossner

SUBJECT: ALRC Final Report

This information is provided in response to Shirley Harris' memorandum of July 11, 1977.

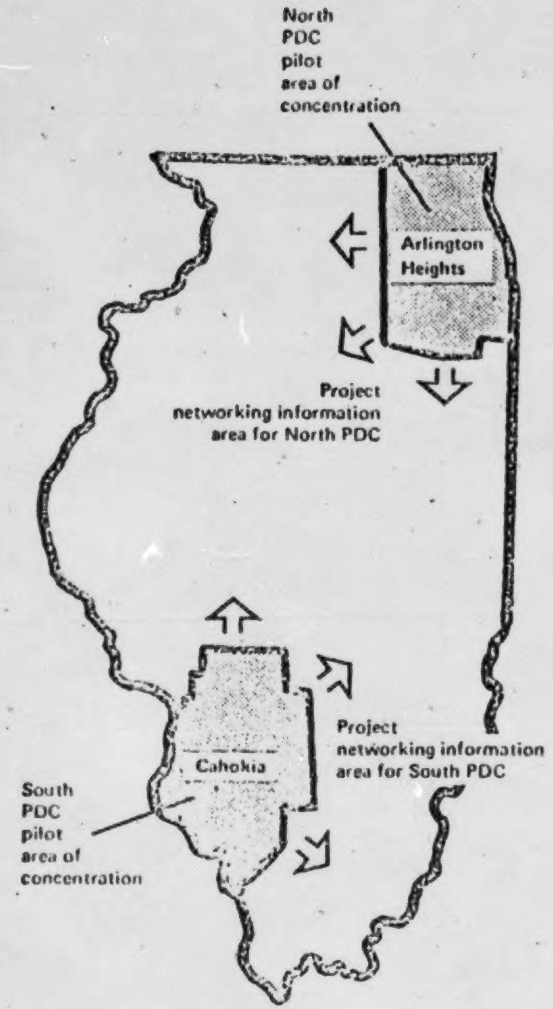
The Program Service Teams were involved with the ALRC project through inservice training on teacher centers. Nine members of the department attended the Starved Rock Conference and the Midwest Regional Conference. Because of their involvement they were able to act as resources to their teams and share information gained from these meetings. In turn PST members were able to provide current information to local district personnel.

If you need any further information or if I can be of any further assistance to you, please do not hesitate to contact me.

bc/3/2

IOE 51-19 (1/75)

APPENDIX I


North
PDC
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Arlington
Heights
Project
networking information
area for North PDC
Cahokia
Project
networking information
area for South PDC
South
PDC
pilot
area of
concentration

North

Professional Development Center
112 N. Belmont Avenue
Arlington Heights, Illinois 60004
312-398-3157

Jim Bellanca, Director

Administrative Agency:
Northwest Educational Cooperative

South

Professional Development Center
3435 Mississippi Avenue
Cahokia, Illinois 62206
618-332-1400

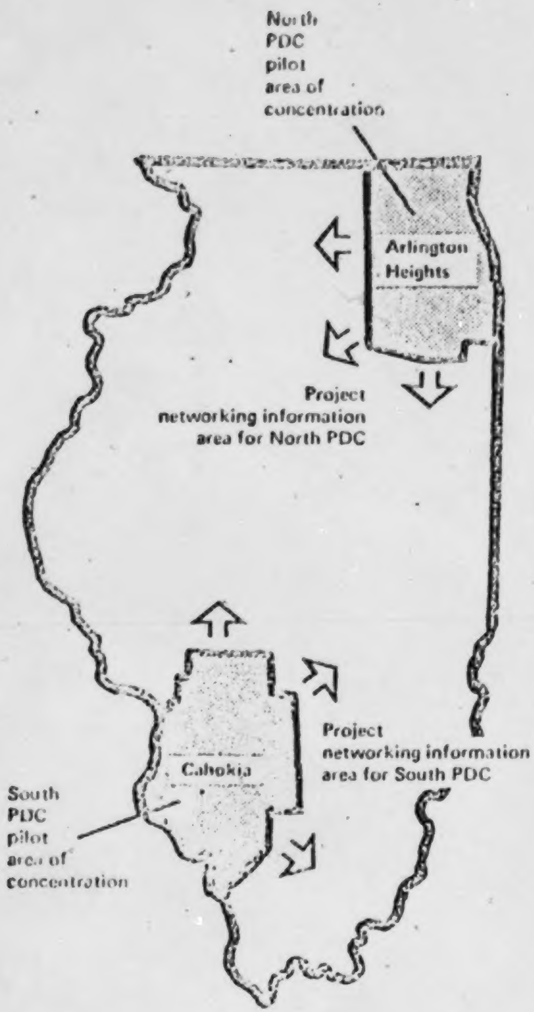
Frank Bono, Ph.D., Director

Housed By:
Southwest Illinois Regional
Special Education Association

Administrative Agency:
Harmony-Emge School
District 175

Special Education Services Department
Illinois Office of Education
100 N. First Street
Springfield, Illinois 67777

Professional Development Centers


North PDC pilot area of concentration
Arlington Heights
Project networking information area for North PDC
Cahokia
Project networking information area for South PDC
South PDC pilot area of concentration

North

Professional Development Center
112 N. Belmont Avenue
Arlington Heights, Illinois 60004
312-398-3157

Jim Bellanca, Director

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South

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Southwest Illinois Regional
Special Education Association

Administrative Agency:
Harmony-Emge School
District 175

Special Education Services Department
Illinois Office of Education
100 N. First Street
Springfield, Illinois 67777

pdc

Professional Development Centers

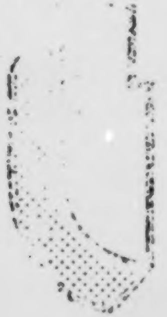
Professional Development Centers

Recent federal legislation in the area of Special Education has resulted in an increased emphasis on inservice education. Attempts to prepare educators to meet a variety of emerging issues, needs, and problems have caused important questions to surface in the educational community:

- What are the purposes of inservice education?
- What approaches, products, and delivery systems exist in Illinois now?
- How do we go about evaluating the effectiveness of inservice programs?
- What are the respective roles of the Illinois Office of Education, Professional Associations, Intermediate Service Agencies, Local Education Agencies, Universities, and communities in developing quality inservice education?

In response to these questions, two Professional Development Centers (PDC) were funded to coordinate inservice training within their regions. (see map)

The centers are developing practical methods to improve the quality of inservice training. The centers are concerned about developing training experiences that help teachers, special educators, PPS professionals, and school administrators solve their own problems in meeting the special needs of children.



How can PDC help you.

The Professional Development Centers Are:

•developing resource catalogs of quality inservice trainers, programs, and materials for your Special Education and Pupil Personnel Services inservice use.

•developing needs assessment packets so that you can more systematically assess your own inservice needs.

•conducting a Public Law 94-142 training needs assessment for improving local as well as area and state planning for inservice.

•creating 94-142 training program models to assist you in your compliance efforts.

•developing a set of criteria for effective inservice based upon national and statewide research which you can use to plan and evaluate your own inservice training.

•cooperating with the IOE Program Service Teams to help you match the best available training resources to your inservice needs.

•providing inservice trainers with the support, technology, and programs to improve their skills.

•developing "how to" materials which will help you increase your inservice planning skills.

•developing training programs which will help you to increase your skills in assessing needs, planning, completing proposals, and evaluating your inservice.

•developing with the steering committees a coordinated network for the continual improvement of inservice training.

Steering Committees

In order to make "coordination" of inservice education a reality, both centers are working with steering committees within their regions.

The steering committees for both centers are comprised of professionals who are active and influential in the area of inservice education for Special Education and Pupil Personnel Services.

Unlike many advisory groups, these committees are involved because of an expressed commitment to improve inservice education. Committee members include Special Education Teachers and Administrators, Joint Agreement and Co-Operative Directors, Educational Service Region Superintendents, District Superintendents, representatives of Pupil Personnel Service Units, University Departments, Intermediate Service Agencies, (REMIS, Gifted Area Service Centers, Teacher Centers) and the IOE Program Service Teams.

Not only will the steering committees serve as expert consultants on the basic strategies of inservice coordination, but they will take a policy and direction setting role in planning long-range coordinated inservice efforts in their geographic areas.

APPENDIX J

EDUCATIONAL TECHNOLOGIST - DeKALB
(Interview with Rick Ehret)

The educational technologist in the Northwestern Illinois Association project views his position as having administrative - supervisory and developmental aspects. The position has evolved and is continuing to evolve within the limits of the time and resources available. The general strategy has been to establish adequate foundations for services, begining with inventory of materials obtained from the former IMC and the University Laboratory School and an extensive needs assessment.

Activities and tasks that have been undertaken thus far this year in an administrative - supervisory manner include organizing and storing materials, developing and implementing a needs assessment, directing video tape technician, graduate assistants, and secretary. Developmental activities included helping plan for low incidence programming including sattellite centers, and interpreting needs assessment data, and providing service to projects staff, teachers, and parents.

Roughly, 4000 items from the old IMC plus another 2000 items from the university's lab. school had to be inventoried. The process extended through the first two months of operation. In addition to this, the materials warehousing concept was reviewed. The expense of maintaining a warehouse, the location of clientele; and the needs of teachers had to be considered.

Later evaluation indicated that what needed to circulate was new kinds of materials. This led Rick to explore contacts with educational materials companies to make arrangements to obtain new materials for review by educational staff within the region. Materials are to be loaned by the company and reviewed by teachers or supervisors who will provide evaluative feedback on the items to the company. It is expected that this arrangement will be mutually beneficial - educational personnel are exposed to new materials and companies will receive evaluative impressions representing classroom reality.

Such reviews will be facilitated by the diversification of center locations. Three centers are planned. Centers will be located in areas where there are concentrations of teacher populations. A site in Rockford exists, and Kane County, and Dixon are anticipated. Part of the stimulus for diversification of centers was information reported in the Department for Exceptional Children report on the DeKalb Instructional Materials Center which indicated the limited radius of personnel utilizing the center.

One of the major efforts of the educational technologist was a needs assessment. The instrument was intended to survey all teachers (
With 60% return the educational technologist felt that the instrument may have been too complicated, although information obtained was voluminous and except in a few cases "statistically valid". Two cooperatives did not supply returns. The data has been compiled and a 60 page report summarized the results. The goals of the needs assessment included to determining the current usages of standardized materials, the effect of various types of inservice training, and a teacher self assessment of media competency. The results of the assessment included the conclusion that workshops had a greater impact on teachers than did college courses in directing teacher's use of media. The educational technologist reported that he believed this to be derived from the greater practicality of workshops. A second conclusion from needs assessment data indicated that teachers rated themselves about average in use of media. The educational technologist indicated that he believed respondants typically rated themselves a bit low on instruments of this sort. He felt that his experience in the field tended to bear this out. However, he noted that there is an apparent time lag in the standardization of the use of media -- video tape, for example, has been available for a number of years now, but is not yet widely used.

Rick indicates that now that needs have been identified and reported by cooperative he is ready to initiate more intensive contacts in the field. Reliability was checked with a 10% sample and now the results can be taken to cooperative directors and discussed. Are they reflective of the way the director perceives his situation? What priorities can be established based on the results? These plans will serve as the basis for plans for next year.

Other activities this year have included two workshops on the university level, sessions on materials selection for teachers and parents (see figures 1 and 2), providing teachers with basic trouble shooting approach to media (see figure 3), and the exploration of video tape as a diagnostic tool.

Plans for next year include an emphasis on systematic inservice; obtaining and utilizing additional staff (graphic artist, media - inservice specialists, or a curriculum generalist); full implementation of the sattelite center concept; continued work in the video.tape diagnostic area; development of REMIS as a prescriptive resource; public relations for N1A; development of pictorial newsletter; production of slide tape presentations; and a change in the relationship with the university and materials.

EDUCATIONAL TECHNOLOGIST - CAHOKIA
(Interviews with Ben Whiteside)

The original job description of the educational technologist position was based on the state conceptualization suggested by Gloria Calovini's curriculum development, information about and/or availability of teaching media and materials, systematic in-service training program, development of new materials, and dissemination. Ben perceived the job as measuring up to his conceptions, although this was not quite the same as the job description. The job has had an evolutionary nature -- the position might be described as having facilitative public-relation qualities. An informational flyer was devised to publicize the service (see figures 1, 2, and 3). This (apparently) has taken place with the awareness of Bud Thurmond since there has been once a week meetings to deal with summary of previous weeks activities, description of current travel plans for the week, sharing information on what is happening in their respective areas, to communicate impressions from the field. The meeting procedure has changed slightly -- in addition to meeting with the director, Ben is now to participate in regular staff meetings on Monday's. He also attends administrative (supervisors) meetings once a month which emphasize program updates. For example the last one attended (April) was devoted to the summer program, and the previous one had spent some time planning a brochure for the regional program. The Educational Technologist now has the continuing responsibility for the completion of the brochure.

The original strategy was to have Ben learn more about the structure of the project by meeting with facility directors he did not know and with other project sites. This get acquainted scope was then enlarged. The strategy next included meeting with directors of each joint agreement and each ESR. In addition, current visitation in classrooms for mentally handicapped and hearing impaired, visually impaired, and physically impaired. He has visited several preschool programs with the parent-infant educator.

REGIONAL EDUCATIONAL & MEDIA INFORMATION SERVICE (REMIS)
Poag Road, Rural Route #6
Edwardsville, Illinois 62025
618/656-7555

REMIS is - a disseminative service of the Southwest Illinois Regional Special Education Association (S.I.R.S.E.A.);

- a depository of informative particulars of people, places and things;
- a service to those who are involved with exceptional children; public and private staffs, parents, interested individuals;
- a facilitation of in-service involvements based on the needs of the population served as requested;
- a disseminative service of information about and/or availability of teaching media and/or materials.

We are dedicated and devoted to supportive service for those who share with the exceptional child.

Respectfully,

Benjamin Whiteside

Benjamin Whiteside
Educational Technologist
REMIS - SIRSEA

2-75

ANOTHER REMIS SERVICE

A few to a better understanding of REMIS dedicated and devoted to supportive service for those who share with the exceptional child.

REMIS

Regional Educational & Media Information Service
Poag Road, R.R. #6, Edwardsville, Ill. 62025
618/656-7555

Benjamin Whiteside
Educational Technologist

SIRSEA

Southwest Illinois Regional
Special Education Assoc.
Burdette Thurman, Director

Special Education
Region V

1826 Jerome Lane
Cahokia, Illinois 62206
618/332-6576

REMIS

Urban:
Madison
St. Clair

COUNTIES:
Jersey, Macoupin
Madison, Monroe
Randolph, St. Clair

Rural:
Jersey
Macoupin (½)
Monroe
Randolph

SERVICE

Special Education
Personnel Providing
Service to Children

Public
Private
Parents

GOALS

To initiate, expand, improve services/programs for the exceptional child

Children exhibiting significant impairments:

Hearing-Deaf	Profound Behavior Disorders
Multiply	Profound Mental
Physical	Visual-Blind

INVOLVEMENT

FY 76
Information dissemination about or availability of teaching media/or materials
Systematic in-service workshops

FY 77
Development/Evaluation of media and/or materials and curriculum development

PROGRAM

Educational Materials Lending Service
Children 0-5 yrs. (MA)
beyond formal program

Cooperative Agreement
Child - Parent - Educator
REMIS

ANCILIARY

Dissemination-personal or print to superintendents-local and regional-; directors-public and private-; educational staff-public and private-; higher education-colleges and universities-; anciliary personnel/services; parent groups

STAFF

Benjamin Whiteside
Educational Technologist

Sharon Frey
Secretary

3-11-75

ANOTHER REMIS SERVICE

REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS

SOUTHWEST ILLINOIS REGIONAL SPECIAL EDUCATION ASSOCIATION

Burdette Thurman, Director

Southwest Illinois Regional Special Education Association (SIRSEA) is a supplementary service to seven joint agreements and seven private agencies in Special Education, Region V. This region of five and one-half counties has a population of circa 750,000 of which 14,500 are special education students. We serve sixty-three school districts. There are thirteen private organizations providing educational programming for low-incidence handicapped children.

SIRSEA staff is dedicated and devoted to provide supportive service for those who share with the handicapped child. Our service is to children with the "Low prevalence" handicap of hearing impaired (and of hearing-deaf); visual impairment (partially sighted-blind); physically handicapped; severely emotionally disturbed; profoundly mentally retarded; and the multiply handicapped.

Consultants and consulting services are provided from two diagnostic centers; Parent-Infant Education program for exceptional infants and their families; the Regional Educational & Media Information Service (REMIS). The Centers are located at 1826 Jerome Lane, Cahokia, Ill. 62206 (618/332-6576) and Poag Road, Rural Route 6, Edwardsville, Ill. 62025 (618/656-7077). REMIS is at the Edwardsville Center (618/656-7555).

Services are provided for children from pre-school through twenty-one years of age. These services are at no cost to the parents, schools or agencies. SIRSEA is supported by federal, state and local funds. It is administered by the Harmony School District 175 of Belleville, Illinois.

Title I(Private) of SIRSEA provides supplementary services to private day care and residential facilities involving low-prevalence handicapped children. The process used involves an effective communication model; assistance in needs assessment of individual children, and consultation on programming for children who display a deficit in one or more basic task areas.

REMIS is a dissemination and facilitation service of the Association for the population served. The areas are in-service training; cooperative curriculum development; information about and/or availability of teaching media and materials; development of new materials and dissemination are facilitated through people, places and things.

5-75 Another REMIS Service

REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS-REMIS

Examples of activities undertaken throughout the year follow:

Collect and disseminate bibliographies and printed materials on specific topics. This was done in several cases with the assistance of the State ALRC staff.

Undertake a needs assessment (See figure 4 and 5).

A low proposition of return was a problem he was considering.

Cataloging of some existing materials has been undertaken.

Met with a committee that was attempting to compile a directory of services. Provided examples — such as the one compiled by the Department for Exceptional Children.

Met with a special education director who indicated that there were no particular needs that an educational technologist could service. Speaking later with the school nurse he found out about a child in need of dental work — he has facilitated contacts in order to obtain the necessary service for the child.

One agency was interested in obtaining 40 or 50 pairs of tennis shoes. The educational technologist is attempting to get service groups interested in providing service.

At another location the educational technologist agreed to make signs if materials were furnished.

The educational technologist provided assistance in graphics at the Good Teaching Practices Conference.

SOUTHWEST ILLINOIS REGIONAL
SPECIAL EDUCATION ASSOCIATION

Poag Road, Rural Route 6
Edwardsville, Illinois 62025
Phone 656-7077

1826 Jerome Lane
Cahokia, Illinois 62206
Phone 332-6576

Again, I am asking for your help and indulgence so that REMIS may know what you want and need from our facility.

I am sending out to listed personnel in your district a Needs Assessment, flow chart, and definition of REMIS, along with a return envelope. I am asking them to fill out the Needs Assessment and return it to me within 48 hours from receipt. This will enable REMIS to give your district what you need and desire.

Enclosed is a set of the materials that I have mailed to the following people:

I certainly appreicate your cooperation.

Sincerely,

Benjamin W Whiteside

Benjamin Whiteside
Educational Technologist

BW/sf

Enclosure

REGIONAL EDUCATIONAL MEDIA & INFORMATION SERVICES

REMIS - Needs to Service

Information request to educators, public and private, to build a higher level of service to them and to facilitate a broader service for the exceptional child.

Service is to provide for your special needs. To know your needs, please help us by completing and returning the following information request in three days. You will receive information periodically from REMIS, if you desire.

A. Personal Information

Name: ______________________________

Addresses: School ______________________________

______________________________ City State Zip

Phone: ____________________

Home: ______________________________

______________________________ City State Zip

Phone: ____________________

Teaching/Area: ______________________________
or work

Certification Area (s): ______________________________

B. Thank you. I shall be looking forward to meeting you personally in the near future. Feel free to visit and share with us at our facility.

Benjamin Whiteside
Educational Technologist
R.E.M.I.S.
Poag Road, Rural Route 6
Edwardsville, Ill. 62025
618/656-7555

☐ Please send future information to: () home
(Check appropriate box at right/left.) () school

Materials and Equipment - Sources of materials and/or media.

Materials	In Classroom	School Center	Other (Specify)

C. Materials and Equipment
Please list materials and equipment that you would like to have access to (Material - general categories - i.e.: vocational) (Equipment - specific needs - i.e.: language master, etc.).

Materials	Equipment

D. In-service Please share present in-service involvement - area; schedule; time involved.

Inservice on-going

I **In-service** Please list and share areas of need for in-service by priority; i.e.: most important = 1.
next important = 2., etc.

In-service desired:

E. **Workshop Information** Please check your level of competence in the areas:

	Excellent	Good	Fair	Less
1. Operation of media equipment				
2. Knowledge of new materials for flexible curriculum areas.				
3. Production of teacher-made materials.				
4. Evaluation of materials.				
5. Utilization of media in teaching.				

F. Our Goal is to provide direct service for those in the formal educational program and for the child outside of the program. Please comment on your feelings to this goal.

G. How many children do you service in your workday? ______________________

One consultant relationship with a joint agreement included providing TIP kits (total planned workshop for in-service). Title I consultants have used the kits.

Immediate plans include the following:

A multilith press has been obtained and project envelopes and materials will be processed.

Contacts with SIU Edwardsville have been established to allow borrowing from their resources.

Produce an 8mm film on a program at a private facility. The educational technologist has spoken with university and private facility representatives about cooperating in its production.

One private agency program has an hour long video tape on "Early Stimulation". This was reviewed by Title I project staff. It was jointly agreed that the tape would be a good item to share. The educational technologist suggested duplication; and the program director will allow its use. The tape will be broken down into 1/2 hour segments. New tapes will be obtained and copies made.

Plans exist to contact parent groups to provide them with information about the regional program.

Currently there is an attempt to support the development of a "Health Education" curriculum development project. Facilitation in this case is attempting to locate a film for the school.

Plans for next year include looking forward to computerized information service. The educational technologist is interested in the system proposed in meetings with the state and would like to see the practical implementation of such an information delivery system.

In respect to materials, the educational technologist would like to develop a professional library that would not duplicate existing collections. In addition, a collection of materials could include expensive items that have specialized but limited use. These items would include materials on the Optiscope.

Another projected activity will be in development of materials. The educational technologist feels that such activities will be necessary to provide appropriate materials in some areas of special education.

The educational technologist is cooperating with the Southern Illinois University - Edwardsville Special Education Instructional Materials Center to sponsor a display of materials from several companies. (See figure 6).

A dinner get together of about 30 educators and parents to preview a film -- it is possible that the film could be useful for parent groups. The session would include a formal feed back form and a "rap" session to share impressions.

Finally, the educational technologist conceptualizes a materials lending library to provide for children out of the school situation -- beyond the toy lending library concept. The educational technologist or the parent liaison would work with the agency directly responsible for the child, resource people associated with the child and parents to help develop particular skill areas. The center would purchase materials and loan them out. The center would work with agencies to check on the use of materials and the development taking place. A similar arrangement could apply to residential facilities.

In his activities Ben has close (3 times a month) contact with Nick Xamis of the State ALRC staff. Ben has found the relation supportive in obtaining information and films quickly to meet his client's needs.

Site Visit Report for a Visitation

to the REMIS Component of

RSEA-Marion

1977

Introduction

The Area Learning Resource Center project of the Illinois Office of Education has fostered the development of Regional Educational Media and Information Systems as components of the regional projects funded by Title VI and Title I-89-313 monies in Illinois. The ALRC guidelines for REMIS proposals specified the designation of a single full time person in each regional project as an Educational Technologist. The Educational Technologists were also to conduct activities related to inservice training, information dissemination, curriculum development, adaptation or development of materials, and materials distribution for the education of the handicapped.

Because two regional projects requested and received variance in the designation of a single full time Educational Technologist, the state staff of ALRC requested the Program Evaluation and Assessment Section of the Illinois Office of Education to design and conduct a visit to provide an evaluative review of REMIS components in those projects. An evaluative design (see the brief description in Appendix A) was drawn up and implemented.

The following document describes findings and suggestions resulting from the evaluation. Included in the section on findings will be judgments and reference to data as justification for those judgments. The section providing recommendations will utilize the same sequence as the section on findings.

I. Findings

A. Needs Assessment

1. The formal needs assessment for the REMIS was limited in effectiveness:

   Returns were not conclusive, and the instrumentation lacked clarity.

   The difficulty in obtaining representative returns reported by project staff constrained the validity of the data.

   Both regional and joint agreement sources pointed to indications that the instrument used was not clearly understood by respondents.

2. The informal needs assessment process utilized by project staff seems to be benificial:

   Project staff report the potential for responsiveness to emerging needs; and positive reports were received from clients about the aide workshop and one Portage workshop.

3. However, reponses are not always precise:

   Several clients reported delays in obtaining workshops in which they were interested; and one client reported

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reluctance to submit new requests until old ones had been served.

B. Information/Dissemination

1. The REMIS-ARLC-NIMMIS network is not generally known to be a source of information.

   Interview information suggests that REMIS as a regional agency is generally unknown to local clients; REMIS as a regional agency is not perceived to be an important source of information by Joint Agreement REMIS staff; ALRC is not generally recognized to be a source of information; NIMMIS is unknown at the Joint Agreement or local level.

   In fact, the old IMC at Pulliam Hall at SIU Carbondale was more widely known than the Regional REMIS, ALRC, or NIMMIS. The deliberate low profile of the regional project contributes to this state of affairs.

2. The "RSEA Review" newsletter seems to be positively perceived by a portion of the regional audience.

   Several joint agreement REMIS persons and one client reported appreciating the "Review". One person said that they appreciated the information showing what went on in the region.

3. The Education Technologists meetings were positively perceived by the joint agreement REMIS staff interviewed.

   Most frequently mentioned was the first Education Technologists meeting that provided ideas for organizing joint agreement REMIS.

4. However, consistent attendance by Techs of these meetings does not occur.

   Attendance was reported to be sporadic by project personnel, and several of the Education Technologists interviewed confirmed they were not able to attend all of the regional meetings. The reasons given reflect other responsibilities of the joint agreement personnel.

C. Inservice Training

1. Clients appear to positively perceive the inservice which has been provided at the regional level.

   Documentation of evaluative feedback for workshops appear to be generally positive. Interviews with clients who attended workshops yielded positive comments. Even in one co-op that prided themselves on providing extensive inservice for their staff, the regional project workshops were generally positively regarded by interviewees.

2. Responsiveness to client requests is perceived as desirable.

   Two clients interviewed who had requested inservice and received that response to that service were positive about the role of inservice provided by the regional project; however, as mentioned earlier delay of response to requests led to an uncertain circumstance.

3. Inservice is not generally perceived by joint agreement personnel to be a REMIS activity.

   This is not to say that inservice does not take place at the joint agreement level. Inservice is often provided but possibly by other sources. Existing sources of inservice, materials development, or curriculum development are not all represented in the joint agreement REMIS staff. Inservice at the regional level is not generally considered to be indispensable-other sources of inservice exist and more local readily available inservice are perceived to be desirable.

D. Curriculum Development and Adaptation/Development of materials.

1. These activities do occur locally, at the joint agreement level and even between agreements, but is not perceived to be a REMIS activity.

   Interviews at the project level and the joint agreement level do not indicate any particular emphasis on this type of activity, nor was it conceived to be a REMIS type function in any joint agreement REMIS except one (or possibly two).

E. Access to Materials

1. The Decentralization of materials depository is generally perceived to be positive.

   The loss of a centralized location of materials was not mourned by any except those most closely located to Carbondale or the secondary office setup last year.

   Access to these materials is reported to have increased. These reports are dependent on a distribution system (supervisors or bus routes both seem to have potential) and teacher familiarity with materials (hours convenient to allow browsing, display at meetings, and previous familiarity with the Pulliam Hall-IMC materials seem to be positive contributions).

2. Joint Agreement REMIS are constrained in a variety of respects:

Maintenance of materials is not undertaken in a systematic manner; REMIS catalogues are not descriptively functional; the times that joint agreement REMIS are open limits utilization.

The methods of determining orders for materials in cases does not include systematic selection of materials based on review and evaluation or need.

Clients (2) report that in instances parts of materials and teacher's guides are missing from materials; that catalogues are helpful only if a teacher is already familiar with the materials (two clients); that the joint agreement REMIS are difficult to get to for browsing prior to closing time (two clients); that the quantities of materials are limited and so popular items are difficult to get (three clients); that ordering was based on personal preference and first come, first serve basis did not obtain most needed items (one client).

F. Project Implementation

1. Not all of the project activities are likely to be accomplished.

   Reviewing congruence between the proposal and activities accomplished indicate that two activities (out of 18)-production of audio visual aids and media workshops-have not been undertaken at the regional level. Of the other activities, 8 appear to be accomplished fully and 8 partially implemented in the region. (One difficulty in this regard, reflects the decentralized nature of responsibility for implementing the activities. For example, "Each Educational Technologist will catalog and disseminate REMIS media and materials to teachers upon request," refers to activities to be engaged in by joint agreement paid and directed personnel. Catalogues existed in 5 out of the 7 joint agreements, and consequently the activity was only partially accomplished. The accountability of regional project staff for accomplishment is limited by conditions over which they have no control. Each of the 8 partially implemented objectives fall into this type of situation.

2. Cooperation between staff at the regional level to accomplish REMIS-like objectives is undertaken.

   The distinction between REMIS activities and activities that the regional project staff would have undertaken under the auspices of the project is not apparent. For example, the Portage Project Workshop under the general administrative supervision of S. Farkash was cited as an inservice example in describing REMIS, yet the activity was not necessarily stimulated by REMIS for a REMIS audience, while on the other hand, what exactly an identifiably REMIS activity would be is not clear. The issue raised in interviews with project staff is legitimate "Where does REMIS begin and other job responsibilities end?"

II. Suggestions

Based on the foregoing findings and the supporting data, the following suggestions are offered. They are offered as suggestions because of the constraints under which the evaluation operated---time, scope, and the possible limitations on the representativeness of the human data source utilized.

A. Needs Assessment
  1. Formal
    a. Formal needs assessment methodology may be improved through the current plan of enlisting the support of joint agreement Educational Technologists in design, distribution, and collection.
    b. Beginning early enough to allow interaction to check for validity and reliability of information may be considered.
    c. Publishing a schedule of events for 4 to 6 weeks (6 months?) in advance would demonstrate response to needs.

  2. Informal
    a. Responsiveness is desirable but also may benefit from systemation, gathering perceptions, checking generalizations, and cycling back through initial sources (interaction) may help.

B. Information/Dissemination
  1. The line between "low profile" and non-functionality is slim. REMIS should have a consistent and well defined image among its primary audience. If clients are perceived to be joint agreement REMIS a great deal of direct contact, handholding, in situ activity may improve the perceived utility of regional REMIS. Through direct contact a shopping list might also be offered and a door to door sales pitch might promote REMIS services---"Take a look at this, would you like some?"

  2. Positively perceived activities may be utilized as a springboard to broaden the image of regional REMIS.

C. Inservice Training

The regional REMIS role in support of joint agreement training efforts seems to have some foundation. Determining what can best be done at a regional level is important as is providing support for joint agreement efforts. Using the current foundations for next year's coordination of 94-142 training must be explored at this time. To the evaluators the project evaluator may be able to provide some assistance in gathering data for planning. In addition, the directors of special education for the region, as the key "political" feature of the area, may be facilitated through the project board to explore inter-cooperative arrangements. The questions to confront them with at this time is what they do not do, and what they cannot do for themselves.

A second tactic, perhaps, would be to support the program efforts of the local CEC organizations. (Through interviews it was determined that at least in some areas the CEC meetings are considered by co-op personnel to be inservice training.)

D. Curriculum Development and Adaptation/Development of Materials

The exploration of the role that REMIS might play in support of existing efforts in the area of curriculum development or materials development/adaption would be timely. Again, several tactics are possible:

1. If the decentralized emphasis of the project continues, "mini grants" might be considered to promote the packaging and distribution in the region of curricula that has been "validated". Adding the regional REMIS person to the effort as a "packager" might also be possible.

2. A second approach to this area might also be through CEC activities.

E. Access to Materials

1. The existing regional project support for the establishment of cooperative REMIS may now be expanded to include refinements or fine tuning detailers, such as annotations on media and materials, cataloguing materials according to skill development, maintenance of collection quality, or hours of operation.

2. Access should be insured through communication routes within cooperatives linked to supervisor activities or perhaps bus routes.

3. Strategies for expansion of collections and updating collections might be considered. In addition to purchase the facilitation of inter-region loan system could be continued and improved.

F. Project Implementation

1. Project writing including objectives for which decentralized responsibility is necessary should be reconsidered. Is it sufficient to have the project board sign off on a proposal that includes responsibilities for cooperative personnel? Is it desirable to sign mini agreements stating the responsibility of both parties for types of activities?

2. Although the emphasis of the project is on decentralization and "low profile" coordination of the types of activities suggested above is likely to take more time from central project personnel than is currently allocated to REMIS. Personnel report approx-

imately 40% of their time as REMIS and analysis of activity records by the evaluators estimates that approximately 30% of the REMIS coordinator's activities might be REMIS associated at the regional level. This proportion could well change if some of the suggestions above are adopted, and if the State requirement of coordinated regional inservice in next year's proposal is assumed by REMIS. Of all the items in this section, this---the allocation of a full time regional REMIS person---is the strongest suggestion made.

Appendix A Evaluation Design.

This is a brief statement, for those interested, sketching the nature of the evaluation employed to obtain information and yield suggestions.

The evaluation consisted of three phases of activities---pre-site, on-site, and post-site. The following paragraphs identify the evaluative activities for each phase.

Pre-site activities were based on information obtained from the project. These materials---documentation of activities, activity reports, project evaluator reports, and so on---were reviewed by office evaluators. In addition, the project proposal was reviewed. The project was also asked to submit a list of clients utilizing REMIS services. A stratified random sample of these clients were interviewed by phone using a formal interview schedule. All of this information was used by the evaluators to identify issues to be explored during the on-site visit.

On-site activities included general meeting with project staff, interviews with project staff, review of documentation, interviews with joint agreement personnel, and visits to joint agreements. Two varieties of evaluators engaged in these activities. A goal based evaluation team utilized formal interview questionnaires and the pre-site issues to gather data. A goal free evaluation (a' la Scriven) who was not informed about the intentions of the program was assigned to seek actual outcomes of the project through discovery inquiry. The goal free evaluator reported to the goal based team as a control for bias and a means to identify unintended outcomes. A verbal summary of findings was then presented to project at the end of the two day visit.

Post-visit activities included interviewing by phone a second sample of clients in order to verify findings and validate suggestions. The entire set of information was then reviewed as the basis of a written draft report to State staff and the project. Comments and rebuttal were solicited on the draft from the regional project. Based on the comments and rebuttals a final report will be provided incorporating changes or reference to rebuttals where difference of interpretation occurs.

Site Visit Report for a Visitation to the REMIS Component of SIRSEA - Cahokia - Edwardsville

May 11-12, 1977

Introduction

The Area Learning Resource Center project of the Illinois Office of Education has fostered the development of Regional Educational Media and Information Systems as components of the regional projects funded by Title VI and Title I 89-313 monies in Illinois. The ALRC guidelines for REMIS proposals specified the designation of a single full-time person in each regional project as a REMIS coordinator. The REMIS coordinators were to conduct activities related to inservice training, information dissemination, curriculum development, adaptation or development of materials, and materials distribution for the education of the handicapped.

Because two regional projects requested and received variance in the designation of a single full-time REMIS coordinator, the state staff of ALRC requested the Program Evaluation and Assessment Section of the Illinois Office of Education to design and conduct a visit to provide an evaluative review of REMIS components in those projects.

The following document describes findings and suggestions resulting from the evaluation. Included in the section on findings will be judgments and reference to data as justification for those judgments.

Background

The region served by the Southwest Illinois Regional Special Educational Agency (SIRSEA) includes 58 school districts, 9 joint agreements, 5½ counties, and 17 private facilities. The project has existed in the region since 1968 at which time it was a Title VI diagnostic center for St. Clair and Madison Counties with a single center in Cahokia. In 1968-69 a second center was established in Edwardsville.

The project is presently organized to provide diagnostic services for low incidence handicapped children. There is a service component providing services within schools, homes, or at the project.

SIRSEA is organized with an Executive Director, Dr. Robert Carpenter, responsible to an Advisory Board composed of district and joint agreement special education directors, private facility executive directors, parents, Superintendents of Educational Service Regions, district superintendents, and a university representative. Harmony-Emge, a local school district, is the administrative district for the project.

Four educational technologists share the responsibility of REMIS activities at SIRSEA. Two education technologists (Dave Ziff and Dyan Harper) are based at Cahokia and two (Delores Zirges and Ken Smucker) are based at Edwardsville. These four people share inservice and dissemination activities for REMIS and feel that this arrangement works well. In addition, a paraprofessional (Mike Dance) works for the REMIS component. Each of the four coordinators has been assigned 25% of his/her time to REMIS although all said that they devote more than one-fourth of their time to REMIS activities.

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A very brief self-description of job responsibilities is listed below.

Ken	is chief coordinator for REMIS. The other three technologists are, in effect, responsible to him for accomplishment of REMIS activities. He documents REMIS activities, disseminates materials and information, does most of the REMIS paper work, and attends IOE REMIS meetings and teacher center workshops.
Delores	provides inservice activities and coordinates inservice for the northern site. Her office is at the materials center on Poag Road and, therefore, she more or less supervises the materials center.
Dyan	is the inservice coordinator for the southern office. She takes requests, involves project staff in requests, and keeps records. She also manages distribution of the slide/tape show developed by SIRSEA and co-edits the newsletter.
Dave	receives and reviews requests for new materials and attempts to selectively order materials to fill needs. He assisted in the development of the slide/tape show and manages the newsletter. He also conducts inservice workshops and community awareness/public relations talks.

In addition to the four REMIS coordinators, each of the nine joint agreements has designated one person to be a liaison with REMIS. The liaisons are supposed to act as a channel between local teachers and REMIS personnel, forwarding materials requests from teachers to REMIS personnel, and acting as an information "broker" from REMIS to local teachers.

I. NEEDS ASSESSMENT

A. Findings:

The proposal was written and rewritten without a formal needs assessment for REMIS. Dr. Carpenter did ask joint agreement directors for input on needs during one of their first meetings of the year, but no formal assessment was conducted at the teacher level. (Apparently the idea of the decentralized REMIS coordinators originated with Jim Sloan who is an Assistant Director in charge the Edwardsville office.)

REMIS personnel stated that an informal needs assessment is continuously carried on through their other work and through other project staff, although no evidence of this was documented. Liaisons are also supposed to solicit needs from local districts and teachers.

B. Suggestions:

A formal needs assessment would help REMIS personnel focus time and effort to where they are most needed. A formal needs assessment should be a discovery plus iteration process.

The formal needs assessment may be facilitated by making use of the nine joint agreement liaison people in design, distribution, and collection of the assessment instrument. Publishing a listing of those areas perceived to be needs and a schedule of when they will be addressed could help demonstrate to district personnel a willingness to respond to needs and help administrators and teachers plan for upcoming events.

The informal needs assessment processes should continue to assist REMIS personnel keep in touch with district personnel's needs and desires. Feedback from workshop evaluations and newsletter comments will assist in keeping the project going in a responsive way. Monthly or quarterly records of informal needs assessment impressions would be useful for staff analysis and documentation of the activity.

II. INFORMATION DISSEMINATION

A. Findings:

Most emphasis for information dissemination is placed on the SIRSEA brochure, slide/tape show, and the newsletter. The brochure should be printed by the end of May. At times the distinction between information dissemination and publicity about SIRSEA becomes rather blurred.

The newsletter contains a "Feedback" section for commenting on the newsletter and for requesting additional information - like 94-142 -in the newsletter. General information techniques, which include the newsletter and the slide/tape show, appear to be well received by the public.

The REMIS staff reported that they have used state sources for information dissemination and they seem familiar with ERIC and NIMIS although they report not using them on a regular basis. Clients of REMIS are not generally aware of ERIC, NIMIS, or ALRC.

The secretary at REMIS has a business education background and is considered by the staff to be an important aid in providing information to requesters.

Most of the nine liaison people are positively perceived by regional project staff and clients. Some are carrying out their responsibilities fully and others are not. Project staff feel that there may be a need to get a better feel on just how well these liaisons are communicating to their peers about REMIS.

B. Suggestions:

Those activities of REMIS which are positively perceived may be utilized as a springboard to broaden the image of the regional REMIS. For instance, the newsletter could serve as a vehicle for promoting REMIS activities and such informational sources as ERIC, NIMIS, and ALRC. Such information could be repeated in different ways in each newsletter. Also, the newsletter might include a calendar of events to be sponsored by REMIS so that district people could make their future plans and also gain an awareness of REMIS.

The nine liaisons could be used more effectively. One way would be to have them conduct a formal poll to solicit feedback from clients which also would provide the liaison with identification to REMIS. Liaison identification also could be heightened by informing direct callers to REMIS who their REMIS coordinator is. If possible, getting, as REMIS liaisons, those people who would have the most contact with teachers during their regular job would help. More on-site work by REMIS coordinators with liaisons would give the coordinator a better feeling of how well the liaison is functioning and could provide an opportunity to assist the liaison, answer questions, and make suggestions.

III. INSERVICE TRAINING

A. Findings:

The project staff consider their inservice activities to be very responsive to requests. An amount of inservice activities were requested by local schools, districts, or community groups; only three were initiated by the project itself and offered on a region-wide basis. One such workshop was conducted by Dave Ziff on Vision Problems. A series of three workshops was conducted by Dr. Cantor (125 attendees). Both were very well received.

There was an attempt to distribute the mini grant money for inservice speakers ($245) equitably throughout the region for speakers, which at the time of the on-site visit had been exhausted. One of the greatest roadblocks to regionwide workshops, project staff reported, is getting release time for teachers to attend the workshops.

Sources for workshop presentations often came from the area - Washington University, University of Missouri at St. Louis, SIU-Edwardsville, etc. The manner of soliciting speakers is informal, although Delores is keeping a speaker's file with evaluations of the speakers and there is a general knowledge of who is a good presenter.

Project staff use a workshop evaluation form which is quite functional and is completed by workshop attendees immediately following the workshop. Delores says she uses this form frequently, even showing the presenter his/her evaluation and using the evaluation as a basis for individual improvement and for a future speaker's bureau. Dyan reported that the use of the form by the Cahokia based staff members has been erratic.

Inservice activities have included specific requests (how to evaluate a child), region-wide workshops (Vision Problems), and public awareness/public relations talks about SIRSEA. REMIS personnel also engage in one-to-one consultations quite frequently and also are involved in greater contact with other state agency people (DCFS) this year.

Also, there was a misunderstanding concerning the extent of service that should be offered by REMIS. Since SIRSEA is a low incidence serving project, REMIS activities were addressing only low incidence areas. REMIS should address all special education populations.

B. Suggestions:

There is a need for more long-range planning of inservice activities, especially in light of the federal priorities set for the coming year. A listing of workshop activities which is advertised a few months in advance of being presented will allow teachers and administrators to arrange for time away from school duties. Response to individual workshop requests also should continue, however.

More emphasis should be placed on the use and analysis of the inservice workshop evaluations as a possible means for a continuous assessment of teacher needs.

There is also a possibility of using the local CEC organization as a vehicle for inservice activities.

IV. CURRICULUM DEVELOPMENT

A. Findings:

Curriculum development is supposed to take place. According to project staff, two curricula had been previously developed for the project (public awareness of curriculum development does not exist outside the project) and some thought was being given to revising them. Project staff stated that revisions will be made on the basis of teacher input.

B. Suggestions:

There is a need to do some more work in this area if there is an intent to fulfill the objectives of the project proposal. If a project cannot or does not wish to place much emphasis on this area, project objectives should be so written.

Materials and curriculum development can both be incorporated into IEP's.

V. ACCESS TO MATERIALS

A. Findings:

REMIS materials for SIRSEA are located on Poag Road in Edwardsville. This location is difficult to find and is separate from the rest of the project. It does have one advantage in that rent is inexpensive. REMIS staff have alleviated somewhat the problem of teacher access by actually transporting materials to different meetings throughout the region for teachers to look at and to check out, and by providing three different catalogs to each of the nine liaisons. The three catalogs are: (1) professional volumes; (2) curriculum materials; and (3) vertical file materials.

For a library arrangement, the project lacks the quantity of materials necessary to provide this service adequately. However, unless the clients of SIRSEA want that kind of thing, the intent of REMIS is not to emphasize materials acquisition and we do not mean to infer in this report that this service needs to be increased. New this year to the project is a toy lending library which seems well received and well stocked.

One example of materials dissemination is that Redbud was developing a new EMH class and the center supplied much of their needs to get them started.

B. Suggestions:

Project staff stated that there may be a possibility of a relocation of the REMIS center to Cahokia next year. If such a relocation does take place, it may facilitate teacher use of the center and may make administration of the center easier. It would also identify the center as REMIS rather than an appendage of SIU-Edwardsville as it is often taken for now. If clients really want materials dissemination, multiple centers may have to be considered.

If there is a desire to use the liaisons as completely as possible to flow-through materials requests from teachers to REMIS personnel, the project will need to stress this fact to the liaisons and to LEA teachers.

VI. ADMINISTRATION

A. Findings:

The project does not have strong timelines, but the staff feel that they are on time. They have accomplished many of their activities, although not all activities were completed such as:

1:1.2 Hotline which ended up as publicity for SIRSEA office numbers on an office hours basis. It is not a hotline for all things.

1:1.3 Specific documents relative to services for handicapped (generally, the newsletter may fit this activity - there is also a list of services for some areas) do not exist.

2:1.1 The needs assessment was not a formal instrument. Dr. Carpenter spoke with some of the special education directors.

2:1.1c Project staff are not formally polled.

2:1.7 A speaker's bureau was not formally accomplished, although Bud Thurmond collected some information and Delores Zirges keeps an annotated vita file.

3:1.2 REMIS cooperative effort in curriculum development with SIU is not accomplished.

4:1.2 Availability exists but awareness of that availability does not.

6:1.1d Documentation of requests for materials and services exists in sketchy fashion.

6:1.3 Curriculum development is not a major function.

6:1.4 No formal needs assessment.

6:1.4c No formal "series."

According to project staff, their knowledge of what monies are available for REMIS activities throughout the year is minimal and that the REMIS budget is included in with everything else considered as "supplies."

Also, project staff apparently did not have much input into writing proposal objectives, mostly because their role identities had not been delineated at the time of proposal writing.

The four REMIS coordinators are working well together and in this case appear to be providing more service than one REMIS coordinator could. As the nominal "coordinator" of the REMIS activities, Ken Smucker is responsible for seeing that all REMIS activities are accomplished.

B. Suggestions:

If at all possible, a separate REMIS budget would greatly facilitate planning REMIS functions throughout the year. Working in the dark as to knowledge of monies available does not allow for any effective long-range planning.

Those people who are to conduct REMIS activities should be heavily involved in writing the proposal objectives so that they can decide what they are realistically capable of accomplishing and also what things they are interested in doing. If objectives and activities are written for them, ability and willingness to accomplish the tasks may suffer.

At times, Ken's nominal authority may place him in an awkward position such as if one of his supervisors is lagging on a REMIS responsibility. This situation should be clarified among project staff and administrators.

rg 2/1

Project Director

KENNETH RISLOV
Assistant Project Director

NORTHWESTERN ILLINOIS ASSOCIATION
for
HEARING, VISION, AND PHYSICALLY HANDICAPPED CHILDREN

Route 1, Gurler Road   Phone 815 758-0636   DeKalb, Illinois
Title VI-B ESEA

"A Public School Special Education Cooperative
Serving Children in Northwestern Illinois"

14 May 1975

Ms. Gloria Calovini
Illinois Office of Education
Springfield, Illinois 62777

Dear Gloria:

I have been asked to write to you on behalf of all of the R.E.M.I.S. Educational Technologists in the state of Illinois. We would like to express to you our support for and agreement with the ideas and programs laid out in the F.Y. 76 A.L.R.C. Federal Project proposal. We have seen a tentative copy of that proposal, and we are in agreement with all of the items presented in that document.

Sincerely,

Richard C Ehret

Richard C. Ehret
Coordinator
Regional Educational Media
and Information Service
Room 1, Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115
(815) 753-0254

RE/kb
cc: John Browder

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

100 North First Street
Springfield, Illinois 62777

regional offices:

188 West Randolph
Chicago, Illinois 60601

2413 Broadway
Mt. Vernon, Illinois 62864

November 26, 1975

MEMORANDUM

TO: Regional Project Directors

FROM: Gloria Calovini

SUBJECT: REMIS Staff Development

The Regional Educational Media and Information Service is a relatively new concept which we have attempted to introduce in Illinois through the regional programs. The educational technologists were asked to assume a position which required a number of skills ranging from administrative ability and public relations aptitude to inservice training organization, and programmatic information about curriculum and the use of appropriate media.

Last year the state office attempted to offer leadership through regular monthly meetings as well as a cooperative effort with Illinois State University in the presentation of a course tailor-made to the needs of the educational technologists.

The evaluation recently completed by the Survey Research Lab at the University of Illinois indicated that there was need for stronger direction from the state level. This will be provided by combining a number of activities which have been taking place into a highly structured training program during the months of January through May.

Illinois State has asked and received approval from the Bureau of Education for the Handicapped to offer a credit course. IOE staff has been working with Illinois State in the development of areas to be covered. This course will be offered on a two-consecutive-day-per-month basis and will tie in the monthly meeting of educational technologists. Project funds which have been set aside for travel can be supplemented by the per diem grants which Illinois State will be permitted to use. This should help alleviate any financial costs which may be involved. Content of the course which is still in the planning stage will be aimed specifically at the responsibilities which have been identified for the educational technologists. These plans will be shared with you within the next several weeks and prior to the beginning of the calendar year.

We feel that this type of inservice training will help assure the success of the REMIS program and will expect the participation of your educational technologist. Additional information will be sent to you within the next couple of weeks.

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

100 North First Street
Springfield, Illinois 62777

regional offices:

188 West Randolph
Chicago, Illinois 60601

2413 Broadway
Mt. Vernon, Illinois 62864

October 8, 1975

MEMORANDUM

TO: Educational Technologists

FROM: Shirley Harris

SUBJECT: Networking Information Survey
Reviews Flyer

At the recent meeting in Champaign, I indicated that I would write to you with the brief presentation I had prepared.

REQUESTS: In the ALRC grant proposal for 1975-76, it is stated that the LEA mail, phone and face to face requests regarding media and materials for the handicapped will be forwarded to the appropriate Regional Program. The ALRC will answer all requests and then refer the patron to the educational technologist in his or her region for additional services, such as materials loan or information, workshop requests etc. The reason for this is that eventually the ALRC will be placed out and services will then originate in the regions. Jim Meeks and I now receive all mail in the state regarding media and materials and we will be sending this correspondence to you on a monthly basis with copies of our answers.

NETWORKING: The project further states that ALRC staff will disseminate services information, inhouse publications, directories, progress reports, educational documents, and other pertinent materials anticipated or requested from the regional educational technologists. The ALRC will provide monthly information on child-use educational media and materials for the regional newsletters. This will include reviews of materials, films, books and other media.

The packages mailed thus far have been dated May 14, 27, June 5,9,16, July 10, 22,31, August 12, September 3,10,22, October 2. Total - 134 items. Several educational technologists are rewriting these materials reviews and including them in their newsletters. If I were to prepare these reviews in a flyer-type sheet, (example enclosed) could this possibly be included as an insert into your newsletters? I would like your reaction to this suggestion.

Thank you for your attention.

P.S. Gloria has asked me to convey her compliments to you on the quality and appearance of your newsletters.

Title I 89-313
Final Report-Supplement to FY77 Self Assessment Questionnaire

Chicago Public Schools
Submitted by Department of Research and Evaluation

COMPONENT: Special Education Media Information Service (SEMIS)

(See FY77 Self Assessment Questionnaire for further information)

OBJECTIVE

Objective	Objective Met	Commentary
t least 50% of the random sample the city's special education achers will indicate knowledge of MIS, 75% will specify a request r continuance of such a facility, d 80% will express a desire to use e facility at some future date.	Yes (Results Attached)	An awareness survey on SEMIS was distributed in the 27 districts to princip of schools with special education rooms. They in turn asked two of their special education teachers to complete and return the questionnaires. Approximately 590 questionnaires were returned. Analysis of data show that the objective was met for all three criteria. Almost 80% of the responding teachers had heard of the SEMIS center, yet only 55% of them indicated awareness of the services provided by SEMIS staff. Approximately 78% of these teachers recommended that SEMIS should be continued, and expressed a desire to use the center in the future. Although there was an enthusiatic response of the teachers on the SEMIS center's existence, over 60% of them felt publicity was inadequate. Location of the center was also considered to be inconvenient and not in a central area. Only about 18% of the responding teachers had visited the center; 24% had received inservice from the SEMIS staff. Less than 13% reported having borrowed materials from the center. The responses to the survey seem to indicate that special education teachers have been exposed to the concept of a SEMIS center, and possibly through further publicity and service expansion, the teachers will more directly use the SEMIS services.

[illegible]

SUMMARY OF TEACHER RESPONSES ABOUT SEMIS

N=590

Position: 97.5 Teacher 0.7 Consultant 1.9 No Response

Funding Source: 72.2 Board-funded 1.4 ESEA Title I 89-313 23.4 No Response
0.2 ESEA Title III 0.3 ESEA Title VI
2.5 Other

Majority of Pupils worked with are: (circle one)

45.9	Educable mentally handicapped	2.7	Visual impaired
3.6	Trainable mentally handicapped	0.5	Orthopedic/health impaired
1.9	Hearing impaired	28.3	Learning disabilities
1.0	Speech impaired	6.6	Socially maladjusted/emotionally disturbed
		7.3	Multiple

	NR	YES	NO	DNA	
1. Have you heard of the Special Education Media and Information Service (SEMIS) located at 31st and Kedzie?	1.0	79.5	19.5		
2. Have you seen a copy of their monthly newsletter, the SEMIS Newsletter?	2.0	60.0	38.0		
3. Do you feel publicity on SEMIS is adequate?	7.8	32.2	60.0		←
4. Are you aware of the services SEMIS provides?	2.9	55.1	42.0		
5. Have you ever visited the SEMIS facility	1.2	18.1	80.7		←
6. Have you seen materials developed by SEMIS?	2.7	32.7	64.6		←
7. Have you ever borrowed materials developed by SEMIS?	1.6	12.7	85.8		←
8. Have you ever requested to borrow curriculum materials (instructional kits, films, filmstrips, audio cassettes, videotapes) from SEMIS?	2.7	16.4	80.8		
9. Were the majority of your requests for loan of materials able to be filled?	7.8	12.0	4.2	75.9	
10. Did you ever request "manpower" services from SEMIS (assistance in developing a unit, creation of special materials)?	3.2	3.1	93.7		
11. Were the "manpower" requests able to be fulfilled?	6.3	1.9	2.2	89.7	
12. Did you ever attend an inservice given by SEMIS staff?	2.2	24.1	73.9		←
13. Do you feel that Special Education Media and Information Service (SEMIS) should be continued?	17.1	78.0	4.9		←
14. Do you think that you personally will ever request SEMIS services in the future?	13.6	79.2	7.3		←
15. Do you feel the SEMIS center is conveniently and centrally located so as to encourage on-site visitations?	11.9	[illegible]	42.4		

191

SUMMARY OFF COMMENTS FROM TEACHERS ON
SEMIS SURVEY FY 77

The teachers who added comments at the end of the survey were concerned about getting more information about the center and its services. For many teachers this survey was their first contact with SEMIS. Many teachers mentioned that they would like to see a catalog of materials available from SEMIS. Teachers of EMH high school students mentioned that they would like to see more materials for their students, and teachers of the visually impaired wanted more suitable materials.

Teachers also commented that the center's location made pick-up of materials difficult. Several suggestions to alleviate this problem were given: (1) Use a mobile van and move around the city (2) Expand the hours of the center (3) Extend the hours the center is open.

TEACHER INSERVICE PARTICIPANT SURVEY SUMMARY ON SPECIAL EDUCATION

MEDIA AND INFORMATION SERVICES (SEMIS) N=68

		Yes	No	NR
1.	Do you feel the information gained at the inservice(s) can be applied to classroom situations?	79.4%	13.2%	7.3%
2.	Do you feel that you personally applied the information of SEMIS inservices in your classroom or school?	67.6%	27.9%	4.4%
3.	Did you become more aware of materials, methods or techniques you might try in the classroom?	81.1%	14.4%	4.3%
4.	Overall do you think the SEMIS inservice was of value?	85.2%	10.2%	4.4%
5.	Do you feel there is a need for inservices provided by a Special Education Media and Information Service (SEMIS)?	88.2%	7.3%	4.4%
6.	Should more SEMIS inservices be offered next year?	86.5%	8.9%	4.4%

Number of Inservices/Workshops attended:

80.8% 1-2 5.8% 3-5 7.3% 6-9 0.0% 10+ NR 5.8%

Approximate number of minutes of inservice received from SEMIS Staff:
(Percent of respondents indicating each.)

23.1% 1-20

23.1% 21-40

20.2% 41-60

14.4% 61-120

5.7% 121-180

8.6% 181-240

NR 4.3%

DEVELOPMENTAL LEARNING MATERIALS
7440 Natchez Avenue • Niles, Illinois 60648 • (312) 647-7800

August 30, 1976

Mr. Richard C. Ehret
Coordinator
Regional Educational Media and
  Information Service
124 Graham Hall
Northern Illinois University
DeKalb, Illinois 60115

Dear Dick:

Thank you so much for taking the time to help me understand the REMIS system. It was just a pleasure to meet you and to learn from you!

As I read through the material you gave me on the Northwestern Illinois Association REMIS, I am once again impressed with the great amount of organization work you have done in just such a short period of time. It shows in your printed material and it shows in your "Materials Accessability" center. It is really hard to believe that the center really was once a huge stack of non-catalogued materials!

Speaking of organized, Sally tells me that we did in fact receive all of the evaluations. I am sorry I did not think to check on that ahead of time so I could thank you for them!

Thank you again for everything. I must admit that it was a joy to see all of DLM's materials in the center and to see such a well-rounded, well-run center as yours. I look forward to seeing you and it again.

Sincerely,

Debby Boulet

Deborah P. Boulet
Consultant

DPB/ks

MICHAEL J. HOWLETT
SECRETARY OF STATE

AUG. 26th 1818

OFFICE OF THE SECRETARY OF STATE
SPRINGFIELD, ILLINOIS 62756

ILLINOIS STATE LIBRARY

May 20, 1976

Mr. Richard C. Ehret, Coordinator
Regional Educational Media & Information Service
Northwester ILL. Assoc. for Hearing, Vision & P.H.
711 South Main Street
Sycamore, IL. 60178

Dear Mr. Ehret:

Thank you for the service you have given this past year to the Illinois State Library Advisory Subcommittee on Library Service for the Blind and Physically Handicapped.

I would like to invite you to accept a reappointment for a three year term retroactive to 1 January 1976 through 31 December 1978.

The subcommittee will continue to meet quarterly to review library programs which serve the blind and physically handicapped and to make recommendations to the Illinois State Library Advisory Committee and Director for the improvement of such programs. It will also continue to advise the State Library regarding the approval of grant applications for special projects to serve the blind and physically handicapped.

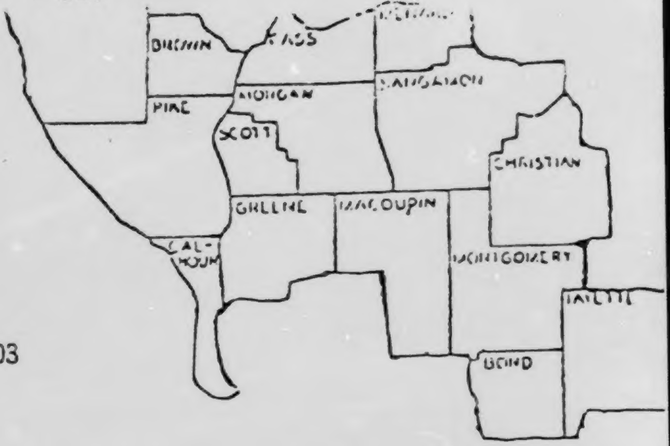
I sincerely hope you can accept reappointment for the three year period on this important subcommittee.

Sincerely yours,

Kathryn J. Gesterfeld
Kathryn J. Gesterfield
Director

KJG:RFE:mw

WEST CENTRAL PROGRAM FOR LOW-PREVALENCE HANDICAPPED CHILDREN



Stan Nelson
Director
Jim Selinger
Program Coordinator

730 East Vine Street
Springfield, Illinois 62703
Phone (217)525-3022

MEMORANDUM

DATE: May 24, 1977

TO: Directors of Special Education

FROM: Marcia A. Rossi

RE: WORKSHOP (Utilization of Media for Development of Instructional Materials for the Handicapped)

ENCLOSURES: Outline for the final West Central Program workshop for the 1976-77 school year. Course description from Western Illinois University.

Enrollment is limited to twelve (12), first come, first served. Interested teachers should contact me as soon as possible about project choices so that necessary supplies may be purchased.

Those enrolling for credit may use WIU tuition waivers or pay a fee of $20/quarter hour for course LR 592. A $20 fee will be assessed for materials and supplies.

WIU, not in conjunction with West Central Program, is offering a similar course at the Illinois Office of Education from June 27 - July 1 for 3 quarter hours of graduate credit. The WIU professors involved have agreed to let teachers continue projects started during the June 6-10 session. This opportunity allows the teacher to earn up to 6 quarter hours in two weeks while developing useful media and materials.

MAR/cl
Enclosures

1-3 Quarter Hours Graduate Credit

TITLE: Utilization of Media for Development of Instructional Materials for the Handicapped - LR 592

DATE: June 6-10, 1977

TIME: 8:30-2:30 Monday thru Friday 6:30-9:30 Tuesday, Wednesday, Thursday

PLACE: The Instructional Resource Center
3410 South 5th Street
Springfield, Illinois

COURSE DESCRIPTION: This course affords the special education teacher an opportunity to develop basic skills and produce instructional materials.

COURSE CONTENT: Basic Skills (group)

- introduction to VTR equipment and usage
- copying with a slide camera
- dry mounting
- laminating
- bookbinding
- transparency making
- duplicating media
  VTR reel to cassette
  record to cassette
- making a filmstrip using an overhead

*Specific Skills (individual)

Hearing Impaired:

- captioning slides and super 8
- VTR duplicating SOMD program for total communication

Visually Impaired:

- recording library and textbooks on cassette
- binding Braille books
- shooting slides from the child's level of vision for orientation and mobility training to be used with the individual study screen

Physically Impaired:

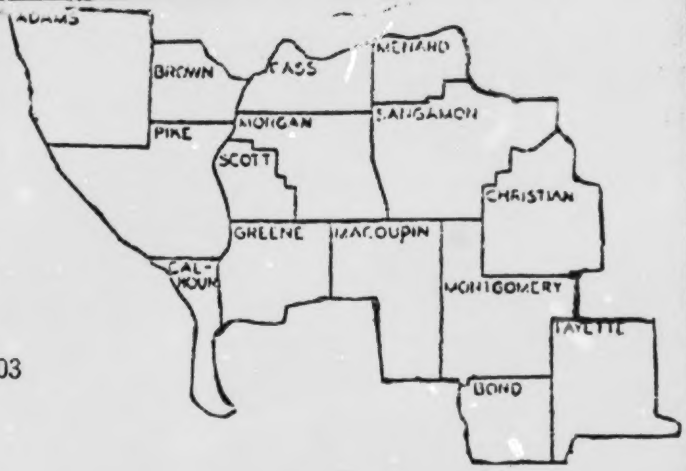
- adapting commercially produced materials by laminating and dry mounting
- making a communication board
- recording math program
- enlarging materials

Learning Disabilities:

- photo sequencing
- auditory training tapes

*These are suggestions. Other projects may be selected.

WEST CENTRAL PROGRAM FOR LOW-PREVALENCE HANDICAPPED CHILDREN


ADAMS
BROWN
CASS
MENARD
PIKE
MORGAN
SANGAMON
SCOTT
CHRISTIAN
GREENE
MACOUPIN
CAL-HOUN
MONTGOMERY
FAYETTE
BOND

Stan Nelson
Director
Jim Selinger
Program Coordinator

730 East Vine Street
Springfield, Illinois 62703
Phone (217)525-3022

MEMORANDUM

DATE: April 6, 1977

TO: Directors of Special Education

FROM: Stan Nelson

RE: Workshop (Emotionally Disturbed)

The West Central Program is sponsoring a workshop on Emotionally Disturbed children to be conducted in Springfield on Thursday, April 28, 1977, and Jacksonville on Friday, April 29, 1977.

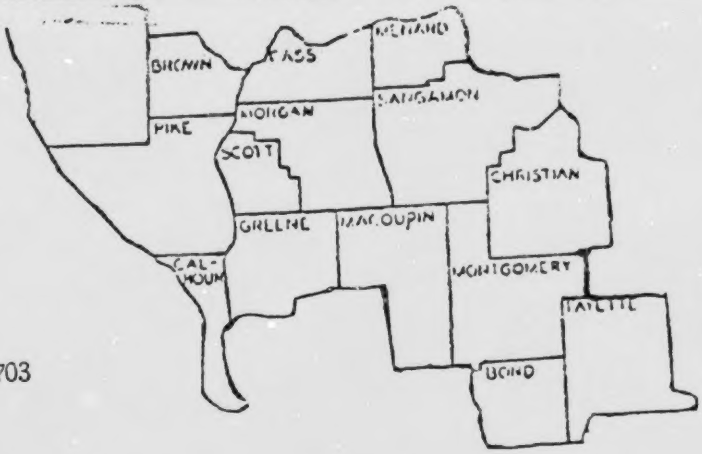
The content of the workshop will be the same at each location. The Springfield workshop will be held at the Holiday Inn East and the Jacksonville workshop at the Blackhawk Motel-Restaurant.

The workshop is designed for staff working directly with Behavioral Disordered/ Emotionally Disturbed children, i.e. classroom teachers, diagnostic staff.

Please notify our office of the names and positions of staff who will be in attendance no later than April 22, 1977.

SN/cl
Enclosure

WEST CENTRAL PROGRAM
FOR LOW-PREVALENCE
HANDICAPPED CHILDREN



Stan Nelson
Director
Jim Selinger
Program Coordinator

730 East Vine Street
Springfield, Illinois 62703
Phone (217)525-3022

February 17, 1977

Mrs. Susan Littrell, Director
Quincy School for the Handicapped
4409 Maine Street
Quincy, Illinois 62301

Dear Susan,

Enclosed is the current IOE film catalog. The films, "A Time for Georgia" and "Jennifer is a Lady", will be available on May 10, 1977.

We discussed the formation of the Central Illinois Chapter of the National Society for Autistic Children, of which I am a member and also on the board of directors. We do not function as a direct service organization, but rather to promote community services and public education. Our small, but growing, membership includes both parents and educators. In fact, according to the bylaws, the parents must form the main governing body of the chapter. We are always anxious to recruit new members, but welcome any interested person to attend our meetings without joining. The past meetings have all been held in Springfield, but do not necessarily have to be held here. At the national level, there is an information and referral system to which I am, at this time, making inquiries for a bibliography and list of services. I am also enclosing a copy of a brochure that you might find helpful.

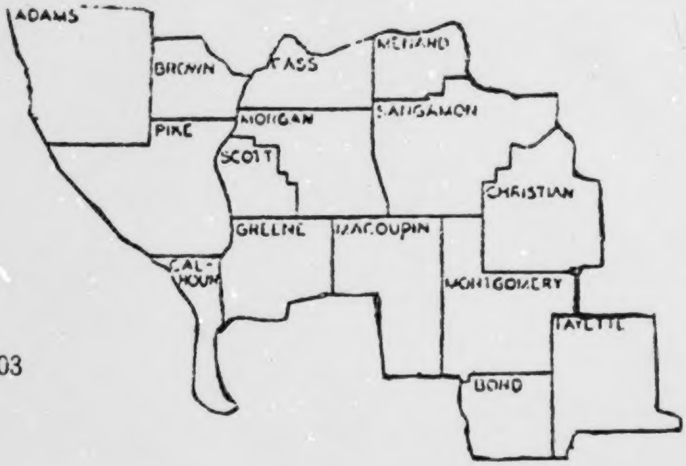
If you need more information on either the NSAC or IOE films, please feel free to contact me.

Sincerely,

Marcia A. Rossi
Educational Technologist

MAR/cl
Enc. 2

WEST CENTRAL PROGRAM
FOR LOW-PREVALENCE
HANDICAPPED CHILDREN



Stan Nelson
Director
Jim S[illegible]linger
Program Coordinator

730 East Vine Street
Springfield, Illinois 62703
Phone (217)525-3022

DATE: February 25, 1977

TO: Lon Scott, Director-Community Relations

FROM: Marcia Rossi, Educational Technologist

SUBJECT: Channel 20 Coverage

This is to inform you of scheduled television appearances of people in the West Central Program. The dates are:

Sunday, February 27, 1977 8:00 A.M.
8 minute interview - Stan Nelson and Flip Spiceland
General overview of the total West Central Program.

Tuesday, March 8, 1977 8:25 A.M.
4 minute interview - Michele Seelbach, Teacher/Coördinator, and Flip Spiceland - General overview of the diagnostic services of the West Central Program.

Monday, March 21, 1977
Live coverage of a child participating in the early childhood screening program conducted by West Central Program at Withrow Elementary.

Monday, April 4, 1977 8:25 A.M.
4 minute interview - Cindy DeHart, Child Find, and Flip Spiceland discussing West Central Program services provided in connection with "The Week of the Early Child."

Throughout the Spring, the local radio stations will be announcing the various dates, times, and locations of the early childhood screenings.

MR/cl

APPENDIX K

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Date: July 13, 1977

MEMORANDUM

TO: Gloria Calovini

FROM: Janet Chastant JC

SUBJECT: REMIS - Project Directors' Questionnaire

On May 23, 1977, a letter containing six questions concerning REMIS was sent to each of the fifteen Regional Project Directors. The Project Directors were asked to respond to these questions within two weeks and fourteen directors did so. No response was received from the director of the East Central Counties Region, although I made a follow-up telephone call and was assured that he would be sending his response soon.

The responses given by the Project Directors to the six questions are reported on the following pages. Data for question #1 have been aggregated. For all the other questions, responses have been reported for each Project Director. Further analysis may be done at a later date, if you wish, between REMIS coordinators' responses to some of the questions asked of them and between Project Directors' responses to the same questions.

I will try to have a draft of the report on the REMIS clients' responses to questions asked of them to you by July 18.

pc/2/1

IOE 51-19 (1/75)

REMIS QUESTIONNAIRE RESULTS

PROJECT DIRECTORS

Question 1.A: What percentage of time do you feel is devoted by REMIS personnel to the following activities? What priority is given to these activities by the Regional Project? (The two do not have to match.)

Project directors were asked to rate (1-5) and give the percentage of time they felt was spent by their staff on the five activity areas of REMIS. The directions for the question specified that the priority and percentage of time spent on the activity did not have to match, and five project directors selected priority ratings and percentages of time spent on the activity which in fact did not match. These project directors estimated larger percentages of time spent on activities which they had rated as having a lower priority. There were no explanations given for the discrepancies and no indication as to whether or not they perceived this as being a problem.

Results of the ratings are found on the following two pages.

INSERVICE TRAINING

Priority (1-5)		Number of Respondents		Percentage
1	=	9	=	64%
2	=	0	=	0%
3	=	4	=	29%
4	=	0	=	0%
5	=	1	=	7%

Est. of Time Spent on In-Service		Number of Respondents		Percentage
50% - 60%	=	3	=	21%
40% - 49%	=	1	=	7%
30% - 39%	=	5	=	36%
20% - 29%	=	2	=	14%
10% - 19%	=	1	=	7%
0% - 9%	=	2	=	14%

MEDIA/MATERIAL DISSEMINATION

Priority (1-5)		Number of Respondents		Percentage
1	=	5	=	36%
2	=	3	=	21%
3	=	3	=	21%
4	=	2	=	14%
5	=	1	=	7%

Est. of Time Spent on M/M Dissemination		Number of Respondents		Percentage
50% - 60%	=	1	=	7%
40% - 49%	=	1	=	7%
30% - 39%	=	4	=	29%
20% - 29%	=	4	=	29%
10% - 19%	=	3	=	21%
0% - 9%	=	1	=	7%

INFORMATION DISSEMINATION

Priority (1-5)		Number of Respondents		Percentage
1	=	0	=	0%
2	=	8	=	57%
3	=	2	=	14%
4	=	2	=	14%
5	=	2	=	14%

Est. of Time Spent on Info. Dissemination		Number of Respondents		Percentage
50% - 60%	=	0	=	0%
40% - 49%	=	0	=	0%
30% - 39%	=	5	=	36%
20% - 29%	=	3	=	2%
10% - 19%	=	4	=	29%
0% - 9%	=	2	=	14%

CURRICULUM DEVELOPMENT

Priority (1-5)		Number of Respondents		Percentage
1	=	0	=	0%
2	=	3	=	21%
3	=	1	=	7%
4	=	7	=	50%
5	=	3	=	21%

Est. of Time Spent on Curriculum Development		Number of Respondents		Percentage
50% - 60%	=	0	=	0%
40% - 49%	=	0	=	0%
30% - 39%	=	1	=	7%
20% - 29%	=	2	=	14%
10% - 19%	=	5	=	36%
0% - 9%	=	6	=	43%

ADOPTION/ADAPTION OF MEDIA AND MATERIALS

Priority (1-5)		Number of Respondents		Percentage
1	=	0	=	0%
2	=	0	=	0%
3	=	4	=	29%
4	=	3	=	21%
5	=	7	=	50%

Est. of Time Spent on A/A of Media and Mat'l.		Number of Respondents		Percentage
50% - 60%	=	0	=	0%
40% - 49%	=	0	=	0%
30% - 39%	=	1	=	7%
20% - 29%	=	2	=	14%
10% - 19%	=	6	=	43%
0% - 9%	=	5	=	36%

Question 1.B: How did you arrive at this priority listing?

REMIS priorities, according to project directors, appear to have been established by the regional projects in two ways. About one-third of the directors stated that their REMIS priorities were based on some sort of a district needs assessment. Most of the remaining directors said their priorities were established by the number of requests for the types of services offered by REMIS. That is, those services most frequently requested by REMIS clients became the highest priority. Only one stated that his REMIS priorities were established by state guidelines.

Project directors' responses to this question are as follows:

1. By the statements in the '76-'77 grant.
   By the amount of time the REMIS personnel spends on each activity. (SESR Cook County)
2. Via state guidelines and the needs of the population which were served (special education joint agreements, parents, students and private agencies.) (SIRSEA)
3. Needs assessment in area. (SMA)
4. Checked project activities and with staff. (Mid Central)
5. Observation, conversation, reading reports. (Western Illinois)
6. REMIS is a client-oriented service and the requests for services from teachers, joint agreement staff and special education directors fell in this order of priority. (ERA)
7. Observation, input from staff--both Title I and facilities. (Area Services Region)

8. Activities of REMIS personnel were based on the results of a needs survey sent to special education teachers throughout the city. They indicated, in order of preference: need for inservice training; instructional media developed for specific handicaps; modification of commercial instructional material; the development of materials delivery and retrieval system; and the dissemination of information through the circulation of a newsletter. (Chicago Public Schools)

9. By way of a two-year old needs assessment which was updated this year although it did not assess the entire region. (West Central)

10. Priorities were determined by reviewing our needs assessment, feedback from clients, and suggestions from our governing board. (Regional Service Agency)

11. These priorities are largely determined by efficient time use, appropriateness to the REMIS position, and demands by the region. (Lake-McHenry)

12. Priority one (inservice training) was established by the region somewhat independent of district input. Here is where we saw the greatest need for stimulation.
    Priority two (media/materials dissemination) is the first and foremost concern of joint agreements and local districts.
    Priority three (information dissemination) is the result of the project's involvement in a public awareness effort.
    Priority four (curriculum development) is viewed by the region as important since coordination of curriculum development activities would seem critical both from a sharing and stimulation point of view.

Priority five (adoption/adaption of media and materials) did not receive much consideration. (RSEA)

13. Priorities were arrived at by the frequency of requests from individuals utilizing REMIS services. (West Suburban Association)

14. Based on a service breakdown report as of May 10, 1977, and also on the evaluation data as completed by the external evaluator.

Question 2: Is your Regional Project's REMIS component able to complete the objectives/activities addressed in your proposal?

All of them ________

Most of them ________

Some of them ________

Few of them ________

Please give reasons for your response.

Of the fourteen respondents, five stated that their project was completing all of its objectives/activities, nine stated that they were completing most of them, and no one responded with "some" or "few".

The comments by those responding that they were completing "All" of their objectives/activities were:

1. Objectives are completed except for one which is nearing completion. (Mid Central)
2. The objectives are carefully written; evaluation of progress is regular. (Lake-McHenry)
3. Recent evaluation reports document accomplishments. (NIA)
4. (SESR Cook County and Chicago Public Schools responded "All" but gave no reason.)

The following reasons were given by those project directors stating that their regional project was able to complete "Most" of their objectives/activities:

1. REMIS coordinator was not hired until January, 1977. (West Central Association)
2. Time and money! (RSA)

3. Two primary reasons for lack of complete fulfillment of all objectives were: (1) the new REMIS delivery system was in its first year of operation; (2) a few project activities were included in the proposal which were outside the boundaries of regional authority or input. (RSEA)
4. It was not feasible to purchase the 16 mm film library. (West Suburban Association)
5. After a review of our proposal and activities by a state evaluation team, it was demonstrated that all but a few objectives were met. (SIRSEA)
6. Time - Staff - Funds. (SMA)
7. Difficult to answer at this point because the REMIS component will be delegated to a source other than the project director. (Area Service Region)
8. (No reason given.) (Western Illinois)
9. The REMIS component proposal was submitted without complete knowledge of the REMIS staff. (ERA)

Question 3: Often needs (and activities to respond to these needs) develop during the project year after the submission and approval of the proposal. Now that the project year is almost over, do you feel that the needs of the special education personnel in your region were met by your REMIS activities? Why?

Yes _____ No _____

Of the fourteen respondents to this question, eleven stated that the needs of the special education personnel in their region were being met by their REMIS activities and three project directors said they did not feel the needs were being met.

The explanations given by the "yes" respondents were:

1. They were all directly related to the requests which the teachers made. (SESR-Cook County)
2. The consumer evaluation of our REMIS component was reported by the state evaluation team to be favorable. (SIRSEA)
3. Some of them - positive feedback. (Mid Central)
4. The response throughout the region from informal conversation and through an evaluation questionnaire disseminated by the project evaluator indicate that special education personnel are pleased with REMIS activities. (ERA)
5. Yes, because the number of inservice training programs given, upon request, increased dramatically. Circulation of our newsletter increased from 300 to 900 copies per month. Circulation of media and materials has increased. There is a greater demand for demonstration of adapted commercial material. (Chicago Public Schools)

6. Prior determination of needs facilitated good planning and service delivery. (RSA)
7. Priorities are service to staff. (Lake-McHenry)
8. For the most part, documented needs of special education personnel were met. This does not mean, however, that all needs were brought to the attention of REMIS. (RSEA)
9. Many more inservices were requested than time permitted. These requests will be given priority in September. (West Suburban Association)
10. The hard data indicates this. (NIA)
11. (SMA gave no explanation.)

Those responding "no" gave the following explanations:

1. REMIS is not the cure-all. (Western Illinois)
2. The project director was the REMIS person--did not have the time to devote to this area. New proposal includes a person other than project director. (Area Service Region)
3. To a degree, but not completely. There are areas we haven't touched. There is a shortage of funds (federal only, no local) and only one REMIS person. (West Central)

Question 4: Have any new service capabilities been developed by special education cooperatives or local school districts because of REMIS activities?

Yes ________ No ________

If yes, can you give examples?

All thirteen of the project directors responding to this question replied that "yes, new service capabilities had been developed because of REMIS" and all were able to give at least one example. The examples ranged widely and are listed below.

1. More schools are using media in their programming. (SESR Cook County)
2. Increased personnel knowledge of early warning signs which better enable them to identify children. Increased knowledge of agencies which can also provide service to children. (SIRSEA)
3. One-half materials person - 1 J.A. (SMA)
4. Writing IEP's, developing curriculum. (Mid Central)
5. Teacher center. (Western Illinois)
6. Cooperatives have developed materials for inservice workshops and parent groups as well as resource directories and teacher handbooks through REMIS. (ERA)
7. Teachers are adapting and modifying commercial materials to meet the needs of the handicapped children they teach, as a result of the inservice activities of the media coordination and graphic artists working at REMIS. (Chicago Public)

8. There has been a domino effect in that the regional personnel attending workshops return to their school or district and conduct the same types of workshops. (West Central)
9. These can best be detailed by the REMIS coordinator! (RSA)
10. Cooperation with colleges for credit for inservices and consultative services for media production in other school districts. (Lake-McHenry)
11. Joint Agreements now have the capability of delivering services to the 0-3 and homebased 3-5 through a validated homebased delivery system. In addition, joint agreement diagnostic centers have the capability of adding a more extensive motor evaluation remediation program to their multi-disciplinary workup. (RSEA)
12. Video taping educational programs to be used by teachers and parents within the co-op. Use of video tapes maintained within the program. (West Suburban Association)
13. Diagnostic taping, better awareness programs. (NIA)
14. (The Area Services Region director did not respond to this question.)

Question 5: Can you give an example of how you feel REMIS has had a positive impact on the Regional Project and/or the teachers and children served by the project?

Yes _______ No _______

If yes, please describe.

Eleven of the fourteen respondents to this question answered "yes" and could cite an example. One project director could not think of a way in which he felt REMIS has had a positive impact on the Regional Project or the teachers and students being served. Two project directors would not commit themselves to a yes/no response, but did comment on the question. These responses are listed below.

"Yes" respondents' comments:

1. Teachers who have utilized REMIS services have changed some of their teaching procedures. (SESR Cook County)
2. Revision of curriculum, increased public awareness via tape-slide presentation and newsletters, initiation of prescriptive teaching in programs, increased knowledge of legal rights of students and parents. (SIRSEA)
3. Information dissemination--inservice--have given positive image--we can meet needs. (SMA)
4. I believe that REMIS has helped in the higher achievement registered by students this year. (Mid Central)
5. Administrators, teachers and parents have a better understanding of the special education services and programs through REMIS. As a result, teachers, parents, and administrators are able to make better use of special services. (ERA)

6. Some special education teachers and children are being provided with instructional material from the material dissemination project of the ALRC. (Chicago Public)

7. Inservice workshops since January have been very successful. (West Central)

8. Our REMIS component adds to the intensity of our service delivery system, and can be directly attuned to the special needs of individual children, teachers and parents. (RSA)

9. REMIS has allowed staff to become comfortable in requesting time-saving services and dealing with media problems. (Lake-McHenry)

10. (a) Through information dissemination an increase in referrals. (public awareness)
    (b) Extensive use of our new public awareness film.
    (c) Educational materials have been utilized successfully within many of the classrooms. (West Suburban Association)

11. Media and information services have benefited many of the students. REMIS has completed an additional 100 projects this year. (NIA)

Comments by those project directors responding neither "yes" nor "no".

12. The inservice and materials and equipment have been good, but there is a need for coordination and better accountability--which we will implement. (Area Service Region)

13. REMIS is a small part of the regional program yet it permeates all regional activities. It appears that the IOE insists that this program be separate and individually accountable. I submit this is a bogus concept.

To answer the questions, it is impossible to say that REMIS by itself or the regional program apart from REMIS-type activities accounted for some type of impact. The regional program has contributed to the identification of more unserved children, an increase in quantity and quality of services, and enhanced public awareness of rights and services to the handicapped. (RSEA)

14. Western Illinois Association responded "no."

Question 6: In your Regional Project, do you feel that the REMIS concept should be enlarged _______, maintained as is _______, changed _______, or eliminated _______? Why?

Ten Regional Project directors felt that their REMIS component needs to be expanded, although four of them also felt that their programs, under certain circumstances, should either be changed or maintained as is.

Three project directors felt that their REMIS component should be maintained as it is; no one felt that REMIS should be eliminated. One project director would not commit himself to any of the categories, but did comment on his perception of REMIS. Directors' comments are as follows. Those that are starred chose more than one answer.

A. Enlarged

1. We could definitely use an individual in a librarian capacity. (SESR Cook County)
2. Needs are present. (SMA)
3. (No comment.) (Western Illinois)
* 4. Should move more to the teacher center concept and in-service concept. This is being planned for 1977-78. (ERA)
5. The Chicago Public School system, because of its large size, is unique in the State of Illinois. Therefore, the SEMIS concept should be expanded to better serve the needs of the large number of special education children attending the public schools of Chicago. (Chicago Public)

6. We haven't touched the surface of teachers or administrators as far as assisting them, especially in inservice. I would like an evaluation follow-up to determine success. I am really very positive about REMIS capabilities. (West Central)

* 7. The REMIS concept is a high quality concept in a special area and should be expanded where REMIS services can save staff time (media and inservice organizing.) Maintain as is services responding to staff demands, curriculum, research and some dissemination. (Lake-McHenry)

8. We have more requests for projects than we can handle. (NIA)

* 9. The inservice and materials and equipment have been good, but there is a need for coordination and better accountability--which we will implement. (Area Service Region)

* 10. More inservice training to teachers. Available materials and equipment for the teachers to use in the center. (West Suburban)

B. Maintained as is

1. Adequate service is being provided by the REMIS component and changes can be readily adapted within the current structure. (SIRSEA)

2. What they're doing now is working. As needs change, the REMIS concept may need to be changed. (Mid Central)

* 3. The REMIS concept is a high quality concept in a special area and should be expanded where REMIS services can serve staff time (media and inservice organizing.) Maintain as is services responding to staff demands, curriculum, research and some dissemination. (Lake-McHenry)

4. (No comment.) (RSEA)

C. Changed

* 1. Should move more to the teacher center concept and inservice concept. This is being planned for 1977-78. (ERA)

* 2. The inservice and materials and equipment have been good, but there is a need for coordination and better accountability--which we will implement. (Area Services Region)

* 3. More inservice training to teachers. Available materials and equipment for the teachers to use in the center. (West Suburban)

D. Selected none of the answer choices

1. The REMIS component should continue to be proportionate to our overall effort. As the regional program expands it would be appropriate to expand the REMIS component. (RSA)

Rough Draft

SURVEY OF CLIENT KNOWLEDGE OF THE REGIONAL EDUCATIONAL MEDIA AND INFORMATION SYSTEM (REMIS)

Conducted in June 1977 for the
Materials Development and Dissemination Section
by the
Program Evaluation and Assessment Section

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EXECUTIVE SUMMARY
REMIS CLIENT SURVEY

In late May of 1977, the Area Learning Resource Center (ALRC) personnel requested that the Program Evaluation and Assessment Section develop a brief Regional Educational Media and Information System (REMIS) client interview to be used to gather comparable state-wide information on REMIS activities. A six-item questionnaire was developed by the Program Evaluation and Assessment Section and used to collect information on REMIS from over three-hundred REMIS clients.

After obtaining permission from each Regional Project director, the Regional Project evaluators were contacted and asked to assist in the data collection. In return for their assistance, these evaluators were paid up to, but no more than, $750 for their services.

The responsibility of the Regional Project evaluators included interviewing, by telephone, letter, or person-to-person contact, teachers and administrators concerning their knowledge and use of REMIS services in their region. REMIS coordinators were asked to supply to the evaluators the names of fifteen teachers and/or teacher aides and twenty administrators who had received service from REMIS.

The aggregated data represents information from the following Regional Projects:

1) Chicago Public Schools
2) Educational Regional Association (ERA)
3) Lake McHenry Regional Association
4) Mid Central Association
5) West Central Association
6) West Suburban Association
7) Northwestern Illinois Association (NIA)
8) Southwest Illinois Regional Special Education Association (SIRSEA)
9) Western Illinois Association (WIA)
10) Regional Service Agency (RSA)

As a result of this survey, certain trends emerged which may be interesting to note.

First, although the recent thrust of REMIS as described by Washington and IOE has been on inservice, the majority of users still view REMIS as a media center and as a source for media and materials. One hundred and six teachers mentioned Media and Materials Dissemination in their definition of what is REMIS, as opposed to only 21 teachers who mentioned Inservice Training. Administrators seemed somewhat more aware that REMIS provided Inservice Training and 47 of them mentioned Inservice Training as a responsibility of REMIS, while 96 of them mentioned Media/Material Dissemination.

Second, according to the regional evaluators, educators generally fail to differentiate between REMIS and the Regional Project. Respondents (keeping in mind who the survey included) showed a high level of awareness of the Regional Projects, but did not necessarily view them from the standpoint of their specific components. Consequently, supervisors and administrators, who initially indicated they knew little or nothing about REMIS, disclosed considerable involvement with REMIS when probed regarding specific educational technologists.

Third, the educational technologists were viewed very positively by almost all of the respondents. However, the majority (75% of the teachers and 81% of the administrators) said that they had contact with the REMIS educational technologist only one or two times a month, or less.

Fourth, those administrators who said they knew what REMIS is seemed slightly better informed about the various aspects of REMIS than did the teachers. Sixty administrators (40%) mentioned two or more REMIS activities in their definition while 40 teachers (26%) mentioned two or more activities. Information dissemination was mentioned by 35 administrators and by only 10 teachers in their definitions of REMIS's purposes. This may be an indication that the administrators are not keeping their teachers quite as well informed as intended concerning information distributed by the Regional Projects or by REMIS. Administrators also indicated to the project evaluators that perhaps a better way of keeping them informed about REMIS and the Regional Project would be by way of a personal phone call instead of by more pieces of written material.

Fifth, in line with the clients' feelings that the principle purpose of REMIS is as a media center, many respondents felt that the centers were too remote, needed more materials, more staff to assist them, and more flexible operating hours. Satisfaction with REMIS seemed to be correlated with how far the teachers had to go to visit the center and the rapidity with which their requests were fulfilled by the educational technologists. Decentralization of the media center was favored by many.

Sixth, the respondents generally felt that REMIS should either be expanded or at least maintained as is. More teachers (49%) felt that it should be expanded than did administrators (36%). Teachers generally felt that more staff and more materials were needed and that more teachers would use REMIS services if they knew that they existed. Forty percent of the administrators and 35% of the teachers felt that REMIS was doing a good job at the present time, remaining at the size and scope as it is presently. Only 3% of the teachers and administrators who were surveyed felt that REMIS should be eliminated. Of course, again it is important to remember that all of these people's names were supplied by the REMIS coordinators and most of them had received varying degrees of services. Therefore, it is quite likely that they are going to perceive REMIS more favorably than would the general administrative and teaching groups.

LIMITATIONS OF THE REPORT:

A limitation of this study was that no standards for comparison were supplied to the evaluator by the program people. As a result, the analysis of some of the data is rather shallow and therefore is open to misinterpretation.

INTRODUCTION

BACKGROUND:

In late May of 1977, the Area Learning Resource Center (ALRC) personnel requested that the Program Evaluation and Assessment Section develop a brief Regional Educational Media and Information System (REMIS) client interview to be used to gather comparable state-wide information on REMIS activities. A six-item questionnaire was developed by the Program Evaluation and Assessment Section and used to collect information on REMIS from over three-hundred REMIS clients.

After obtaining permission from each Regional Project director, the Regional Project evaluators were contacted and asked to assist in the data collection. In return for their assistance, these evaluators were paid up to, but no more than, $750 for their services.

The responsibility of the Regional Project evaluators included interviewing by telephone, letter, or person-to-person contact teachers and administrators concerning their knowledge and use of REMIS services in their region. REMIS coordinators were asked to supply to the evaluators the names of fifteen teachers and/or teacher aides and twenty administrators who had received service from REMIS. Therefore, it should be remembered when looking at the resulting data that the interviewees in all probability represent the people most knowledgeable about REMIS services in any one region. In theory, they had received services from REMIS at least once and should have known something about it.

The Regional Project evaluators were asked to include their comments concerning anything pertinent to the interviewees' responses, but the raw data was aggregated by the Program Evaluation and Assessment Section.

By June 20, the client information had been received from all the Regional Projects except for the Regional Special Education Association, whose director said he could not get our request through his Board in time to meet out timelines and therefore no data was collected from that region. The Area Services Region program and the SESR Cook County program both were eliminated from the survey because they had only Title I private programs and their REMIS activities had been quite limited during the past year. East Central Counties Association's evaluator sent only a summary of his findings, which actually followed closely the results statewide, but which presented the data in such a way that it could not be aggregated with the other projects' data. A copy of East Central's report has been attached at the end of this report.

The aggregated data results represent information from the following projects:

1) Chicago Public Schools
2) Educational Regional Association (ERA)
3) Lake McHenry Regional Association
4) Mid Central Association
5) West Central Association
6) West Suburban Association
7) Northwestern Illinois Association (NIA)
9) Southwest Illinois Regional Special Education Association (SIRSEA)
10) Western Illinois Association (WIA)
11) Regional Service Agency (RSA)

The sample called for interviewing 15 teachers and/or teacher aides and twenty administrators at each of the 12 Regional Projects participating in the survey. Approximately 175 teachers or teacher aides were interviewed which was a total very close to the sample requested. About 170 administrators were interviewed which was a sample considerably smaller than was requested. The chief reason for fewer administrators answering the questionnaire than were originally requested was that many of the REMIS coordinators could not supply the names of twenty administrators who had received some service from REMIS.

SURVEY QUESTIONS - EXPLANATION:

The six questions asked of the clients were:

1) "Do you know what REMIS is? Yes ___. No ___. If yes, briefly describe its purpose."

The evaluators were instructed to probe the reason for a "no" response. Since theoretically REMIS clients' names were supposed to be furnished by the REMIS coordinators, everyone should have been able to respond "yes." The evaluators were supposed to find out whether or not the clients who said "no" knew REMIS under a different name, such as the Regional Project name, or whether or not they had received services but did not know where the services came from.

2) "How much contact have you had with the REMIS educational technologist(s)? (Specify the number of days per month.)"

The evaluators were to probe the reasons for a "no contact" response, such as no need, did not know they existed, educational technologist did not have the time, etc.

3) "List the services that REMIS has provided to you during the past year."

The evaluators were supposed to categorize the responses into the areas of inservice training, media/materials dissemination, information dissemination, curriculum development, adoption/adaption of media and materials, or other. In actuality, most of the evaluators did not categorize the responses and the IOE evaluator had to do so.

4) "Have any new support service capabilities been developed because of REMIS? Yes ___. No___. If yes, can you give examples?"

This question was somewhat oblique and would have been better had it been stated, "Have any new service capabilities been developed by your special education cooperative or your local school district because of REMIS activities?" There was a note to the evaluators on the questionnaire stating that support services constitute providing assistance to teachers and administrators in the areas of inservice training, information dissemination, etc.; however, a few project evaluators telephoned to clarify this question.

5) "Can you give an example of how your feel the REMIS component has had a positive impact on the Regional Project? Yes ___. No ___. If yes, please explain."

6) "In your Regional Project, should the Remis concept be expanded _____, maintained as is ___, changed ____, or eliminated ____? Why?"

The results for these six questions are reported on the following pages. The number of administrators and the number of teachers/aides responding as indicated to each question are reported separately. Percentages for each are enclosed in parentheses immediately following the numbers.

SURVEY RESULTS:

QUESTION #1: DO YOU KNOW WHAT REMIS IS? YES ___. NO ___. IF YES, BRIEFLY DESCRIBE ITS PURPOSE.

The answers to this question were subdivided into three tables. The first table, shown below, simply shows whether or not the interviewees responded "yes" or "no".

TABLE 1-Yes/No

	Administrators	Teachers/ Aides
Yes	139 (85%)	140 (90%)
No	22 (14%)	16 (10%)
No Response	1 (1%)	0 (0%)

Eighty-five percent of the administrators responded "yes" as did ninety percent of the teachers/teacher aides. Despite the fact that the interviewees' names had been given to the regional project evaluators as REMIS clients, 14% and 10% respectively of the administrators and teachers interviewed did not know what REMIS is, even when probed by the evaluators.

Table 2 displays how many of the five major REMIS activities the interviewees listed when describing the purpose of REMIS.

Table 2 - Activities of REMIS Mentioned in Definitions

	Administrators	Teachers/ Aides
Mentioned One REMIS activity	61 (40%)	86 (57%)
Mentioned Two REMIS Activities	43 (28%)	37 (24%)
Mentioned Three REMIS Activities	16 (11%)	1 (1%)
Mentioned Four REMIS Activities	1 (1%)	0 (0%)
Mentioned Five REMIS Activities	0 (0%)	2 (1%)
Mentioned No REMIS Activities	31 (20%)	26 (17%)

As can be seen by table, about half of the respondents cited one REMIS activity when describing REMIS, and about one-fourth cited two REMIS activites. Very few mentioned three or more activities. Those categorized under "mentioned no REMIS activities" either responded with a simple "yes" or "no" or listed the purpose of REMIS in such general, vague terms that it was impossible to categorize their responses. Such responses were: public awareness; support services; help; consultation; publicize ERA services; to improve overall quality of educational programs at grass roots level; etc.

Table 3 further subdivides question #1 by listing the number of times the five different REMIS activities were mentioned by the clients when describing the purpose of REMIS.

Table 3 - Number of Times REMIS Activities were Mentioned

	Administrators	Teachers/ Teacher/Aides
Number of Times "Inservice Training" was Mentioned	47	21
Number of Times "Media/Materials Dissemination" Was Mentioned	96	106
Number of Times "Information Dissemination" Was Mentioned	35	10
Number of Times "Curriculum Development" Was Mentioned	11	11
Number of Times "Adoption/Adaption of Media and Materials" Was Mentioned	12	20

Media/materials dissemination was mentioned the greatest number of times by both teachers and administrators as a purpose of REMIS. Inservice training was mentioned the second greatest number of times.

The reason the total in the "administrators" column is somewhat larger than for the teachers' total is that more administrators mentioned two or more REMIS activities in their REMIS definition than did the teachers.

Information dissemination was mentioned by more administrators than teachers, indicating perhaps that newsletters etc. sent to the schools stop with the administrators and do not filter down to the teachers.

QUESTION #2: HOW MUCH CONTACT HAVE YOU HAD WITH THE REMIS EDUCATIONAL TECHNOLOGIST(S)? (SPECIFY THE NUMBER OF DAYS PER MONTH.)

Table 4 - Contact with Educational Technologists

	Administrators	Teachers/ Aides
No Contact	32 (21%)	21 (14%)
Not Often	20 (13%)	10 (7%)
One Time Only	16 (11%)	15 (10%)
Less than or Equal To 6 Days per Year	20 (13%)	30 (20%)
1-2 Days per Month	35 (23%)	37 (24%)
3-4 Days per Month	13 (9%)	12 (8%)
5-6 Days per Month	3 (2%)	7 (5%)
7-8 Days per Month	3(2%)	12 (8%)
More than 8 Days per month	7 (5%)	6 (4%)
Quite a lot	3 (2%)	3 (2%)

Eighty-one percent of the administrators and 75% of the teachers/aides responding to this question stated that their contact with the REMIS educational technologist(s) amounted to one or two days per month or less. Twenty-one percent and 14% of the administrators and teachers/aides stated that they had no direct contact within the past year and that their only contact with REMIS was, at most, the newsletter.

QUESTION #3: LIST THE SERVICES THAT REMIS HAS PROVIDED TO YOU DURING THE PAST YEAR.

Table 5 - REMIS Services Provided

	Administrators	Teachers/ Teacher Aides
Inservice Training	63	55
Media/Materials Dissemination	83	101
Information Dissemination	45	23
Curriculum Development	10	15
Adaption/Adoption of Media and Materials	26	33
None	32	21

Media/Materials Dissemination was most frequently cited as a service provided by REMIS, with 83 administrators and 101 teachers stating they had received this type of service from REMIS within the past year. Inservice Training was the next most frequently cited REMIS service. It is interesting to note that more administrators than teachers mentioned Inservice Training as a service received. Two factors may account for this. Although the question asks for the "services REMIS has provided to you" and was intended to mean the individual person, some administrators could prossibly have interpreted the question to mean "your teachers" or "your district" and generalized their response accordingly. Also more administrators, as the usual recipient of the most complete information in a school or district, may have been more aware of the sponsor (i.e. REMIS) of the inservice training.

In all likelihood, more than 55 out of the 150 or more teachers/aides responding to this question received inservice training from REMIS. Either teachers were not aware of who was sponsoring the inservice, or the REMIS coordinators did not supply the names of inservice participants to the project evaluators, and instead simply supplied the names of the users of the materials centers.

Again, Information Dissemination was mentioned more often as a service received by administrators than by teachers. This may be indicative of the fact that much of the written materials sent to the schools often stop with administrators and do not filter down to the teacher level.

Curriculum Development was mentioned by very few (10 administrators and 15 teachers) as a service received by them from REMIS. Thirty-two administrators and twenty-one teachers/aides stated that they had received no services from REMIS within the past year. Considering the sources of the survey sample (i.e. the REMIS coordinators), the number of those responding that they had received no services from REMIS is quite interesting.

QUESTION #4: HAVE ANY NEW SUPPORT SERVICE CAPABILITIES BEEN DEVELOPED BECAUSE OF REMIS? YES ___. NO ___. IF YES, CAN YOU GIVE EXAMPLES?

Table 6 - Support Service Capabilities

	Administrators	Teachers/ Aides
Yes	68 (44%)	60 (39%)
No	78 (50%)	82 (54%)
No Response	10 (6%)	11 (7%)

Fifty and fifty-four percent of the administrators and teacher/aides respectively felt that no new support services have been developed because of REMIS. In part this may be accounted for by the question's lack of clarity.

Those who did feel that REMIS had brought new support service capabilities to the district saw the support coming from learning how to use different types of A.V. equipment and to some extent development of the capacity for more and better inservice programs. Many respondents reported new support services that REMIS has brought in and is continuing to supply to the region, rather than those support services the district or schools have picked up and taken over after REMIS introduced them into the region.

There was very little difference in the opinions of the administrators and teachers concerning this question.

The examples given by respondents to this question have been reported for Regional Projects, administrators (adm.), and teachers/aides.

EXAMPLES:

NIA

1. I'd never be able to use "language boards" and video tapes without REMIS.

2. Readiness activity program; upto-date resource texts that you don't get going to a library.

3. REMIS can afford to buy equipment, film, big curricular programs.

4. Inservice for teachers who did not know much about instruction (resource possibilities.)

adm 5. This is our first year to use the service. We are impressed with the service and will use it more next year. (All of West Sub. teachers said this.)

6. A.V. materials dispension; instructional media assistance.

adm 7. Participated in an inservice teacher education program.

adm 8. Additional supplies have been provided to aid in the teaching of the handicapped.

adm 9. New program on jobs was developed.

West Suburban

adm 10. Could use two more in-services per year (found they were too busy to give more this year.)

adm 11. Inservice in the building was carried on from what SEMIS technologists had begun.

12. New materials supplemented in-service programs.

13. Video-taping was begun and developed.

14. Teachers have changed their programs and materials because of SEMIS.

RSA

adm 15. They are able to make more materials with REMIS's help.

adm 16. They use REMIS's materials and equipment on a trial basis to see if her school should invest in them. Many materials (for example, the video tape) they decided to buy for their school to add programs to their curriculum, then they get service organizations to donate toward the equipment.

adm 17. The teachers (and herself) have become proficient video tape machine operators. Creating their own materials.

adm 18. A photo club and school newspaper.

19. REMIS developed a program for their school, used their video tape equipment to evaluate the program, and had a presentation about the program for Northwestern University.

20. Able to make quality teaching materials. Has helped to make her program more successful. The children get more out of the classes.

21. The kids are able to use more cameras, equipment, and machines because of the availability of them and the instruction Jerry Buginski is willing to give.

22. The laminating has enabled them to provide more materials that are reusable, primarily in the visual motor program for her.

23. They are able to professionally bind books for individual children.

24. She has given slide presentations that would not have been possible without the use of REMIS facilities.

25. Photo club developed in her school as a result of REMIS. Her school newspaper uses REMIS' duplicating facilities.

26. REMIS is putting together a sign language book, "The Handbook" and she is asked to provide new words. REMIS has given instruction to teachers so that they're able to give inservice in the school on daily living skills and self-help skills.

27. Have started a film making class, using REMIS' equipment.

28. Bought their own video tape equipment after using the Center's.

29. She is able to make things with materials that would otherwise not be available. She is able to make things that are not for sale in stores.

30. He has started a photo club at his school-possible because of the equipment REMIS lends out. The school has put together booklets. Reproduced their newspaper for visually impaired students.

31. Helped outside teachers understand the program.

32. Inservice training.

33. Other teachers who have used REMIS have helped me: Voc. Ed. teacher and other SPEC. Ed. Teacher.

WIA

34. Assisted parents in terms of their needs for information; shared catalog with parents.

35. Teaching university students about mainstreaming.

36. Service provided to Spec. Ed. majors in University methods course.

37. Have used video-taping with other teachers now that I know how. (Informal inservice)

38. Inservice: P.L. 94-142 ; materials for use with hyperactive children and "discipline."

39. Follow-up use of curriculum materials with other EMH teachers in the building.

40. Shared materials with other staff members. (2 people stated this)

adm 41. Inservice - 94-142 (6 people stated this)

adm 42. Inservice for parents; information distribution to parents.

adm 43. Developed recreation services for adult retarded with help of REMIS.

adm 44. More materials to teachers avialable

adm 45. Video tapes used with speech therapists.

adm 46. Referred staff from other agencies to REMIS

adm 47. Coordinator of REMIS provided inservice experience for Nursing Center staff.

adm 48. Demonstrated materials to parents.

adm 49. Inservice: set up by REMIS Coordinator; involved staff from other regions interested in the 0-3 Project. Coordinator planned agenda and media use.

Mid Central Association

adm 50. IEP's

adm 51. IEP workshop (3 persons stated this)

52. "Goal Guide on Behavioral Objectives" for college course; preschool materials

53. Workshops (5 persons stated this)

54. New curriculum for hearing impaired. Developed and implemented.

SIRSEA

adm 55. Has generally improved inservice through materials and ideas.

adm 56. As coming from total SIRSEA entity. Facilitates whole thrust and mission of SIRSEA.

adm 57. "No" Impact on individuals but not on coops as a whole, yet. This is the responsibility of the Directors for failing to use. Next year will see even more. Has greater trust in staff (REMIS) now.

adm 58. This service helps us do the kind of quality job with kids who are having special problems and teachers who want better tools to help them.

adm 59. Sharing of materials with teachers has enabled a basis for curriculum development on a timely basis.

adm 60. 94-142 workshop. They even gave this to the school board.

adm 61. Better able to get information when needed.

West Central

adm 62. Parent training utilizing VIR equip. (expanding parent teaching) Assistance in the area of staff development i.e., pertinent learning materials.

63. Inservice on activities for preschool handicapped.

64. Slide/tape presentation for Early Childhood; public awareness through local media

65. Workshop for behavioral management initiated new support service activities for program.

ERA

adm 66. Inservice training

adm 67. Information dissemination regarding ERA services

adm 68. Publicity through dissemination of materials assisted in community awareness regarding ERA services.

adm 69. Dissemination of services available in region; assistance to teachers and administrators

adm 70. Public awareness; brochure

adm 71. Assistance to teachers

adm 72. Information dissemination and inservice training

adm 73. Inservice training; curriculum development

adm 74. Information dissemination

75. Assisted in public awareness - brochures and slides

76. Public awareness by distributing brochures

77. Information dissemination

78. Inservice training

SMA

79. More AV materials have been used by this respondent

80. NIMIS, ERIC

81. Computer search

82. Slide film about special services. Videotape of psychologist for inservice.

83. Additional government periodicals; ERIC searches; and organized "library."

84. She stated that she now knows that A/V production services are available, as well as materials to produce instructions. Also, REMIS now provides "ERIC" searches through NCEMMH.

85. Helps with our Inservice Co.

86. Trained on slide taking and on operating tape recorders, video, etc.

87. REMIS helped them develop a slide show for inservice, plus a lot of good P.R. in her district concerning what REMIS is all about.

adm 88. Inservice training on spinal bifida.

adm 89. Dissemination of information on 94-142.

adm 90. Coordination of workshops and greater availability of facilities.

adm 91. Teaching techniques in public awareness, teaching the mechanical process for such things as making transparencies and using equipment.

adm 92. The slide presentation provided his staff and parents with an overview of his support systems inservices and information dissemination

adm 93. Searches in specific areas.

adm 94. Ordering of video tapes, making video tapes and the preparation of slide tapes

Lake McHenry

adm 95. Linkage with National College of Education to provide inservice programs for teachers.

adm 96. Inservice programming based on expressed needs. Program design expansion of services based on demand.

97. Wizard laminating machine; capability of sound 8 mm. photography.

98. Helping to develop two inservices - 1 to teachers and 1 to parents.

99. Signing program; inservice workshops

QUESTION #5: CAN YOU GIVE AN EXAMPLE OF HOW YOU FEEL THE REMIS COMPONENT HAS HAD A POSITIVE IMPACT ON THE REGIONAL PROJECT? YES ___. NO ___. IF YES, PLEASE DESCRIBE.

Table 7 - Positive Impact of REMIS

	Administrators	Teachers/ Aides
Yes	102 (67%)	95 (61%)
No	43 (28%)	54 (35%)
No Response	7 (5%)	6 (4%)

The majority of both the administrators and the teachers/aides surveyed felt that REMIS has had a positive impact on the regional project. One hundred and sixty-eight REMIS clients gave at least one example of how they felt that REMIS has had a positive impact and 102 respondents (67%) and 95 respondents (61%) said "yes" REMIS has had a positive impact on the regional project.

EXAMPLES:

NIA

1. Type of equipment: laminating, photography

2. They can purchase materials that we cannot get because of cost.

3. Taping/recording. As far as our program, this tool is great and REMIS held workshops on this.

4. They are doing a TREMENDOUS JOB at providing special ed. materials assistance.

5. New teachers and inservice on media. The NIA publications helps parent-infant film for public relations.

adm 6. As NIA REMIS centers expand into satellites more and more teachers are able to use and experiment with new curricular alternatives.

West Suburban

7. They have helped teachers by providing a variety of enrichment materials.

8. The service has provided a stimulus for professional growth.

9. (It) can help reinforce different units taught. Students can develop a more comprehensive understanding of social studies, science, etc. when creating a story about a unit of instruction.

10. Provided help on special projects - the preparation of slides and tapes.

11. Their help has been very stimulating to the teaching staff, they are very cooperative.

12. Has provided a stimulus for improving instruction.

13. The REMIS director has made materials more readily available. However, the distance to the REMIS center has been a problem.

14. New materials have been provided that otherwise would not have been available.

15. They have provided a broader range of materials and made it easier for teachers. They are very helpful and cooperative.

adm 16. They have helped with public awareness.

adm 17. They have helped by making instructional equipment and media available that the joint agreement does not have.

adm 18. Provided program for a regional board of education and superintendents meeting.

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adm 19. Assisted in preparing awareness materials that were sponsored by the Region.

adm 20. Public awareness of the Joint Agreement and media materials in the regional program.

Chicago Public Schools

adm 21. Teachers and principals have found much valuable information and materials.

adm 22. By providing support services.

adm 23. By providing special services.

adm 24. It's been positive, but they could use more service. Not enough teachers know about it.

adm 25. Gave special education teachers valuable assistance.

adm 26. Inservice to media aides improved the quality of taping. Teachers felt more comfortable because program was of better quality.

adm 27. Principals have fed back information that the project was good and beneficial for teachers & students.

adm 28. Everyone, including teachers and children, was positively affected.

adm 29. They have already scheduled six meetings for fall with SEMIS personnel.

adm 30. Teacher's attitudes have been better because of special materials and equipment to help with their program.

adm 31. Teachers have had a more positive attitude toward children because of added teaching materials and techniques.

32. Provided valuable materials for teachers.

33. Can now get materials and know what to order.

34. This has been very beneficial to the children.

RSA

adm 35. REMIS helps fill in a lot of gaps at the school because there are so many resources and materials available that the school wouldn't have access to. REMIS has more contact with the community.

adm 36. It definitely helps the teachers.

adm 37. Advice on equipment buying and use.

adm 38. She is at a small school and the REMIS component has been a big help because they don't have a large budget to buy materials that are available at REMIS.

adm 39. She is in a private school with limited budget and they have learned how to create their own learning materials rather than just buying them. The people at the Center are willing to stay after hours. More aware of creative element in programming afforts.

adm.40. Develops new ideas. Good data source to draw from. Taken anxiety away from workshop clients. Valuable inservice tool. Feedback good.

adm 41. Good for public relations.

42. Providing one place where a number of teachers can go to get aid.

43. Personnel are very willing to help. Informative.

44. The inservice staff has been very good. The kids know that there is a place where they can do things that aren't available in their own school.

45. It has been well used. Programs have been added to their curriculum.

46. REMIS checks with teachers about their needs. Provide catalogs and help with ordering materials. The brochures or catalogs showing what the State hand-outs are frequently aren't mailed to their school, and REMIS makes sure they find out about them.

47. The availability of instruction and materials is great.

48. Representatives from his school have benefitted from going to the workshops.

49. It has brought teachers together. It's a central place to share ideas.

50. It has enriched the curriculum she's able to provide for her students.

51. 1/4 to 1/3 of the materials at her school have been laminated at REMIS. For small materials for her class, REMIS gets them free for her. Buying larger items for the school, REMIS gets these items priced and helps get them purchased at a lower rate.

52. Individual students have a feeling of accomplishment after doing something constructive, like helping make a film.

53. Able to make more teacher - made materials.

54. Her school doesn't provide some materials she needs, and REMIS does, plus the services they offer are good.

55. Just having the service available.

56. Making available materials and equipment.

57. The extra visuals available.

58. Gotten the special education teachers together (the teachers are widely scattered) to share ideas and materials.

59. Gives her students a chance to use machines and cameras that they normally wouldn't have been able to use.

60. It is a good and useful service.

WIA

61. Sought consultation with a member of the Regional Project staff.

62. Parents have used the Speech Therapy services provided for children by the WIA.

63. Referred parents to materials available.

64. To include a greater variety of materials; more kits and commercial materials.

65. My experience has led to further inservice (re. P.L. 94-142); other teachers in my building have received orientation to the Regional Project.

66. Exposure to REMIS has helped me to suggest help from the Regional Project. Useful to parents.

67. Became aware of the availability of vision and hearing testing services for children.

adm 68. Better awareness of total Regional Project services. (3 persons stated this)

adm 69. Sensitization to needs of handicapped children.

adm 70. By providing materials for use by parents of children in the 0-3 Project

adm 71. Region brought closer together.

adm 72. Awareness of P.L. 94-142

adm 73. Made teachers more aware of purposes of Regional Project. (3 persons stated this.)

adm 74. More aware of Regional Project services; audiological consultation.

adm 75. Circulating library services

Mid Central Association

adm 76. Curriculum guides, new programs ideas, news or what's happening in other classes; newsletter-good; buffers interactions with administration.

adm 77. IEP workshop and individual assistance of great benefit to teachers. (2 persons stated this)

adm 78. Communication liaison function has had a positive impact on program. Teachers are better informed of program goals and objectives; feel closer to the administration; have minor problems handled before they become major problems which could effect the educational program.

adm 79. Whatever she has done to turn around teachers' attitudes is greatly appreciated.

80. Parent information handbook; IEP workshop; REMIS person is a good listener.

81. Newsletter has good things other teachers have developed. Teacher -teacher sharing makes me feel closer to other teachers in the district. Catalog of materials in the school has allowed me to find materials in the building which I thought I would have to purchase.

82. REMIS person found reading and language kits for deaf and actually got materials which are now being used. Also found catalogs and texts in history and civics appropriate to our students.

83. Many new materials were provided which helped with individual problems.

84. Facilitator most important role. Do not need media specialist, librarian, cataloger.

SIRSEA

adm 85. REMIS is a part of SIRSEA and hard to separate - importance of REMIS within SIRSEA has grown.

adm 86. In the area of severe and profound - they have taken some leadership. Also, definitely in leadership in 0 to 3.

adm 87. It is a good example of the direct service. Contrasts with many indirect SIRSEA functions.

adm 88. Had a tremendous impact on the improved quality of the private facilities (e.g. training of aides).

adm 89. Teachers are very receptive to this type of service.

adm 90. Provides a necessary service that probably could not be gotten locally.

adm 91. By showing teachers and principals the latest and best methods for a particular child.

adm 92. By being able to get materials quickly. Toy lending library is very important and used frequently.

adm 93. It's hard for this person to differentiate between parts of SIRSEA.

adm 94. Good source for workshops. They're able to bring in speakers local district can't afford.

adm 95. Good community relations, support.

adm 96. Makes teachers more likely to be innovative.

97. Helps tie SIRSEA together by relating to teacher's needs and improving individualization.

98. Provides materials that local schools might not be able to afford or that have limited application.

99. Provides access to materials might not otherwise have; high quality presentations.

100. Having a source that you know about and can go to get answers and materials.

West Central

adm 101. The information gained in various workshops.

adm 102. It has been of assistance to us as previously related, but I do not have regional knowledge.

adm 103. Inservice has been beneficial at all levels.

adm 104. Has assisted special education teachers in more information on instructional materials.

adm 105. REMIS has made themselves available for inservice when others would not show.

adm 106. Improvement of services and instruction.

adm 107. The inservice programs have improved the whole region.

adm 108. It has expanded the spectrum of educational services.

adm 109. Has made materials and instructional methods more available to staff. Has expanded concepts of individualization.

adm 110. The inservice training has provided a teacher base of operation for staff.

adm 111. It has assisted in the improvement of instruction for low incidence students.

adm 112. Basically provides useful information and materials and equipment.

adm 113. REMIS has been our "materials center" contact-helps us locate materials our teachers need in programs.

114. It has improved communication and upgraded instruction.

115. If it has helped others in the region as to instructional materials and techniques for better individualization.

116. It has improved the individualization of instruction.

117. Giving out copies of Pots and Pans improved affectiveness of dealing with parents.

118. In helping teachers obtain materials to help develop skills for individual students REMIS educational technologist has provided two good workshops.

119. Further public awareness of programs available and provided inservice training.

120. Workshops have assisted teachers in classroom management and instructional strategies.

121. Made materials available to a larger area than previously existed.

122. It has improved testing and instruction.

123. The information gained in various workshops.

ERA

adm 124. Exchanging ideas for preschool program.

adm 125. Communicating ERA services.

adm 126. Information dissemination; inservice training; publicize services through ERA.

adm 127. Actualized public awareness through printing, brochures, slides.

adm 128. Inservice; information dissemination.

adm 129. Public awareness through printing of brochures; preschool training.

adm 130. Awareness of services rendered; support services.

adm 131. Information dissemination and curriculum development.

adm 132. Publicity of services available in district.

adm 133. Provided instructional materials - P.E. and speech. Parent home training program.

adm 134. Assisted in public awareness - slides and brochures

adm 135. Publicity concerning special programs being provided for handicapped in the region.

136. Public awareness by distributing brochures

137. Publicity - slide presentation, brochure describing services available.

138. Information dissemination.

139. Publicity regarding services available for the handicapped in the region.

140. Provided instructional materials.

SMA

141. The preparation of video tapes.

142. Aided in public and board members in knowing what SMA is and how it serves the population of children.

143. To provide equipment, information and consultation, as well as inservice to not only SMA employees and personnel, but district and joint agreement people as well.

144. Direct help to special education staff in districts. Audiovisual materials.

145. She reported that parties from other districts (Landing-Harvey-Crete Monee) have commented that material dissemination is excellent and useful.

146. If she cannot provide instructional media services on her own, chances are REMIS can provide the components she is lacking.

147. Provided auditory and visual stimulation for children.

148. Training she received could not have been received elsewhere.

149. Everyone at REMIS has been cooperative and helpful in training people from the districts to develop materials for media.

150. They were able to obtain slides which much improved an inservice given to the Orthopedic Parent Group by OT/PT in January. Good publicity for Parent-Infant Program. REMIS assisted the P.I. educators in developing a presentation given at the American Speech and Hearing Convention in Chicago.

151. Materials readily available.

adm 152. She stated that with the availability of media close by interest was stimulated to do more with media at this center.

adm 153. Dissemination of information on 94-142.

adm 154. Information has been readily available to the joint agreements.

adm 155. The use of video tapes and slide presentations has made a positive impact on SMA.

adm 156. Good public relations, interesting brochure and promotional expertise.

adm 157. Professional help in developing a slide presentation.

adm 158. Serves as a nucleus; conducive to program continuity; increased awareness of outside resources and up-to-date information.

adm 159. A positive impact was made by guest lecturers at inservice activities. He is impressed by the great plethora of publicity about SMA in the media and at meetings.

adm 160. Feel REMIS-developed materials have had a positive impact on the SMA parent infant program.

adm 161. Production of high quality, informational slide/tape presentations. Professional output-brochures, newsletters, etc.

adm 162. She believes REMIS' impact on the regional project is brought about by providing an opportunity for sharing.

Lake McHenry

adm 163. Expanded resources for personnel

164. Has allowed paying consultants for better inservice programs; provided materials to teachers to make their own materials, allowed for renting of films.

adm 165. Has networked the region with information and services - well received by all facilities.

adm 166. Is giving special education staff identity beyond individual districts.

167. Much more was available to the region in terms of programming and inservices.

168. Materials workshop; equipment available.

QUESTION #6: IN YOUR REGIONAL PROJECT, SHOULD THE REMIS CONCEPT BE EXPANDED ___, MAINTAINED AS IS ___, CHANGED ___, OR ELIMINATED ___? WHY?

Table 8 - Future of REMIS

	Administrators	Teachers/ Aides
Expanded	58 (36%)	76 (49%)
Maintained As Is	63 (40%)	55 (35%)
Changed	17 (11%)	8 (5%)
Eliminated	3 (2%)	3 (2%)
No Response	18 (11%)	13 (8%)

Most of those REMIS clients responding to this survey felt that REMIS should either be expanded or maintained as is. Few felt it needed to be changed and almost no one felt that it should be eliminated. More teachers (49%) than administrators (36%) felt that REMIS should be expanded. Many of the teachers thought it would be used more if more people knew about it and more REMIS staff was available.

Forty percent of the administrators and 35% of the teachers/aides surveyed felt that REMIS should be maintained as is, often citing the fact that they felt REMIS was doing a good job just as it was presently organized. Eleven percent of the administrators and five percent of the teachers felt that REMIS should be changed somehow. Many of these felt that the materials center should be open a longer time, should have more materials, or should be better located.

EXPANDED

NIA

1. More room is needed for the satellite center. Continue to keep up with new things in "Daily Living" and "Vocational Career Expansion."

2. More inservices; duplicating materials.

3. More resources, reach more areas. St. Charles office is small DeKalb far.

4. More centers, more funds for REMIS to buy stuff.

5. Development of materials in an on-going way so that teachers' acadmic involvement is included - reading materials, language boards and books developed together.

6. More access-increase location of satellites.

7. DeKalb is not always conducive. Satellites are small. These should be expanded.

adm 8. More centers to provide ready access. Increased budget for more materials.

West Suburban

9. We would like to see the program expanded to include 3 or 4 workshops a year to demonstrate equipment and materials and to assist teachers in developing their own.

10. Many teachers are not being provided.

11. In order to reach all of the teachers in the region.

12. Special education teachers are in need of enrichment and professional materials.

13. Deaf children can and do conceive and execute individual and group projects more readily with the use of REMIS materials.

14. Teachers need more resources. However, distance to the REMIS center has been a problem.

15. Teachers are in need of resources.

16. Only source of materials for low incidence students.

adm 17. Teachers are in need of instructional materials and equipment that they do not have.

adm 18. The REMIS concept is not well understood, and the regional center is too remote from the Joint Agreements. Many materials are antiquated and REMIS presently just does not have "something for everyone."

19. Help is needed to provide media service, instructional materials, and to assist with parent awareness.

Chicago Public

adm 20. If financially possible.

adm 21. They are well-organized and providing adequate service.

adm 22. To include all schools - more publicity needed. The schools should at least be aware of the services.

adm 23. So all special education personnel know about it.

adm 24. There should be specialists in each area of exceptionality.

adm 25. Should be better publicized so all teachers are aware of programs.

adm 26. If it could provide different services for schools.

adm 27. Because it is good and should be available to more teachers if money allows.

adm 28. More materials are needed for older TMH children in the area of vocations, mobility, careers, health, money management.

29. To meet the needs of high school level teachers, in particular, a unit on the Constitution for slow learners is needed.

30. To make it more applicable to teachers in all areas of special education.

31. So all teachers can be informed. This teacher thought you had to pay for all materials and she didn't have the money this year.

32. A representatiive from SEMIS office should be available for in-service in the schools to inform teachers of the services and how to use them.

33. So bulletins can be sent in the fall to all teachers (many regular classroom teachers have children with special problems).

34. They need a larger room. It was difficult to communicate with the people at the center because they were all deaf.

35. To provide more materials.

36. More L.D. materials are needed and more high school level materials.

RSA

adm 37. The scale is too small at the present time and the focus of attention should be on staff development rather than just materials. Materials are not the problem. The typical teacher has access to plenty of materials at the present time. The focus instead should be on creative training of teachers and to do this requires being close in organizationally to classrooms and working on an integrated basis with the school, media center, expert supervision and a cooperative principal. Travel and traffic problems also limit utilization of a center that tries to serve 49 districts. Either the program should be eliminated in its present form because the scale is too small to be really useful or it should be substantially expanded and this expansion might be done on a pilot basis initially to a staffing of at least 4 to 8 people including specialists in some categorical areas who spend most of their time out in the schools and classrooms.

adm 38. They could expand on case findings.

adm 39. Make more curriculums available. More audio/visual. There seems to be a gap in the resources available.

adm 40. Expanded to include possibly adding a dark room for developing film.

adm 41. Any expansion is always helpful. Maybe acquire sample products that people could come in and look at.

42. REMIS has access to information about what materials are available and materials that REMIS gets, and they ought to have a system for letting people know what is available. Should have lists of films, books, research papers, so that teachers know what is available.

43. Could offer more services. Let teachers who could use this center know more about what's there.

44. It is not well publicized. Many teachers don't know about it. More inservices.

45. Somehow Jerry should have time to do more things for kids. They probably need another person. Jerry has the expertise that a teacher doesn't have to help teach kids a lot of different things. Jerry has such a big responsibility and no flexibility.

46. Make equipment available in more places. More equipment. Possibly more people to instruct on the usage of the machines and materials.

47. Video tape library on different types of programs in the area that are available in schools in the area. The schools would be willing to share these tapes if other schools knew they were available and what was available. A studio could be developed where higher class video tape projects could be produced.

WIA

48. To better provide information to regular classroom teachers; better awareness by regular teachers of both REMIS and the Regional Program.

49. A very valuable service that should be expanded in terms of the extent of the collection.

50. To permit greater use by parents (awareness)

51. We need more materials for use in the classroom; need for greater awareness by teachers of video-tape capability. Need more technical assistance in general.

52. Great service! To include more awareness in the public school sector; outreach service needed. Additional resources in teaching "signing."

53. Suggest establishment of a "branch office" located in the Quad cities; greater accessibility to materials (did not have a catalog of REMIS materials and services.)

54. To include a greater variety of materials and suggested making the materials more accessible.

55. Expanded to include a much greater awareness component. Advertise!

adm 56. An excellent service! Need more inservice; more technical consultation (production of instructional materials).

adm 57. Greater inservice use of REMIS; more materials; more technical assistance; establish at least 3 more REMIS positions.

adm 58. More books, films; more staff for inservice; library

adm 59. Greater awareness to parents and teachers. Parents not aware.

adm 60. Really restructured: flow-through of funds to Joint Agreements for inservice (pay substitute teachers and travel expenses)

adm 61. Coordinator is very competent. Develop additional slide/tape presentations; increase awareness through use of simple concise "flyer" mailed to schools and agencies.

adm 62. Greater availability of materials; new catalog available only recently.

adm63. Need inservice person; teacher centers; van and lending library. Include special adaptive material collection (for children).

Mid Central

adm 64. Although adequate to meet pressing needs, not enough.

65. Although each visit was long enough, the additional weekly visit (2 days/week) would greatly enhance the effectiveness of the REMIS person.

66. Liaison function very important. Makes materials and curriculum input more usable. To plan workshops, have an information needs assessment at the beginning of the school year.

67. Need to stress quality rather than quantity of materials. REMIS person must have credibility with teachers and administrators. Dissemination must be based on needs. Facilitator component critical to effectiveness of REMIS. Program should be expanded to permit more contact with subset of clients.

SIRSEA

adm 68. As we move down line under federal quidelines things will be tough and people will need all support services they can get (IEP's for instance). Directors can't do inservice; they are overwhelmed with paper work and must get help from other source.

adm 69. To include more types of materials for teachers to try. Also, a film lending library (on hand) or in conjunction with a university.

adm 70. Possibly to extend a homing satellite located in St. Clair county. Teachers don't have time to get there after school.

71. The more the teachers get to know about it the more they will use it.

West Central

adm 72. The services could be very useful if there were more available.

adm 73. The inservices are needed to expand for 94-142 - more media presentations and individualization of instruction is needed.

adm 74. It would be better if a "personal" service were to be made more available - a contact on a regular basis to remind as well as assist teachers to utilize the latest media and materials to develop skills in students.

75. There is difficulty getting materials from one location. There should be a better distribution system.

76. A brochure or a visit from the technologist should be made for schools in the region. If services were well publicized I believe they would be utilized more.

77. More inservice for small groups; more materials or better mobility of materials.

78. More inservice is valuable.

79. There is a need for inservice, training for parent counseling and communication skills. Also midyear inservice of REMIS purposes.

80. The services could be very useful if there were more available.

ERA

adm 81. REMIS component in more than one local district. Concentrate on major projects that can be used by all districts or Special Education coops, i.e., forms for year-end report.

adm 82. Should be expanded if funds are available.

adm 83. In-depth inservice training.

adm 84. More direct workshops for teachers.

adm 85. Federal legislation component (inservice training) should increase services.

adm 86. To serve more teachers and administrators.

adm 87. Expand video tape capabilities to loan.

adm 88. Increase services.

adm 89. Need staff members to work more closely with private facilities.

adm 90. REMIS does not have the time to meet the needs of the region.

91. More inservice workshops.

92. Need to coordinate curriculum development teams

93. Attempt to include inservice training in language development for young children, new programs that have proven to be effective.

94. Workshops focusing on task analysis and goal objectives. Materials for deaf and blind.

95. Needs staff member to work more closely with private facilities and coordinate .

96. Because as the worshop grows and my program expands, I will utilize REMIS even more.

SMA

97. Provide for having materials in stock. Expand the concept of in-service so that programs be designed for each area instead of for the more general. Reduce paper work involved in requesting REMIS service. Simplify inventory process - update record in Sept. Review in June. Provide materials through REMIS that classroom budget can't afford. Consider making REMIS help available in classroom.

98. Make possible the preparation of sophisticated productions. This would be one of her desires. She suggested that more and better equipment be provided including some of the computer - type teaching items.

99. More inservice and public awareness would be beneficial.

100. More P.R. Not enough people are aware of its existance and potentiality.

101. More staff and equipment and materials for media production.

102. Regular inservice presentations to teachers with release time for them to visit.

103. Inservices for teachers in photography, art work, teacher-made materials. Also helpful, would be demonstrations from companies who manufacture child-use materials.

104. Would like to see the REMIS staff increased so they could provide all the services to the J.A.'s that they provide to low incidence programs.

105. It aids in development of further services that can be offered SMA participants.

106. She feels more school districts should be aware of and use the services of REMIS.

107. More assistance is needed with visual aids and development of presentations for all aspects of SMA. This helps in public relations with parents and districts. The resources on information about various disabilities and curriculum development is good and should be expanded.

108. More software could be provided.

adm 109. REMIS concept should be expanded to meet criteria of 94-142

adm 110. More videotaping, photography, and in-service activity. She feels that if REMIS service was available when teachers are not in the classroom it would tend to enable more teachers to use the service.

adm 111. She would like to see a workshop about REMIS, more public relations about REMIS, and acquaint others about the expertise of REMIS personnel.

adm 112. Definite need in the area of P.R. with teachers and the public to continue making use of this concept. REMIS should also be able to provide a central location for obtaining materials.

adm 113. More staff and media equipment - specifically video tape for classroom use in conjunction with extensive in-service on effective use of hardware.

adm 114. He proposes that an enlarged professional library should be accessible.

adm 115. He suggests that provisions be made so that duplicated equipment could be housed in the cooperative.

adm 116. There should be a mobile unit so that services can be brought to the cooperatives and the districts.

Lake McHenry

adm 117. Should be allowed to grow on demand.

adm 118. With the emphasis on mainstreaming, REMIS needs to become more involved with regular educators to help with inservices and resources to help the handicapped students reach their full potential.

adm 119. FY 77 surveys and productions suggest need in all areas provided during the time period.

120. The development of staff inservices and new curriculum is important to the expansion of services to children.

121. More staff to help provide materials to difficult geographic areas.

MAINTAINED

NIA

1. Teachers need this help and will use it more next year.

2. Teachers are in need of professional and instructional materials.

3. Special education teachers need this resource for instructional materials.

4. Teachers need media and instructional materials.

5. They have provided adequately for teacher and student needs.

adm 6. Make more and newer materials available locally.

adm 7. To help provide services for low incidence pupils, teachers and parents.

adm 8. REMIS could be used to produce media software.

adm 9. Help is needed in the education of the low incidence.

adm 10. It is needed to provide information for low incidence education programs and to create public awareness.

adm 11. Should work directly through the directors of the joint agreements to provide support services for low incidence pupils.

adm 12. To provide materials and assistance for teachers.

West Suburban

adm 13. But principals should be made more aware of programs.

adm 14. Too early to plan for anything else.

adm 15. Priorities should be changed -- too much paper work. He found they were out of supplies yet still received volumes of unnecessary papers from them.

adm 16. It's a good service.

adm 17. SEMIS is doing a good job as they are - they are too new for changes.

adm 18. Because (I) have heard it is worthwhile.

adm 19. Until we see how much use is made of it now and will be made in the future.

adm 20. They seem to be providing adequate service.

adm 21. But it should focus on certain specific areas of special education. Projects should be developed for particular disabilities. There should be specialists in each area of special education.

22. It is too far to be useful, but perhaps materials could be sent.

23. It is very worthwhile.

RSA

adm 24. We have been quite aggressive in utilizing REMIS services this year and are very pleased with the results. It may be an advantage that we are relatively close to the RSA location and therefore it is quite convenient for our teachers to utilize REMIS.

adm 25. She has always gotten quick responses. If they could offer new services or new programs, that would always be good.

adm 26. Jerry Bugenski (REMIS Director) is always helpful when he is needed.

adm 27. Very satisfied with it.

28. Maintained with a continued effort in the workshop area to reach teachers. Expand knowledge of new materials.

29. The service has been very good.

30. More workshops on art and music programs and for emotionally disturbed children or teachers of those children.

31. Definitely maintained - if new material is available expanded.

31. Definitely maintained. They would expand if they had more funding.

WIA

32. A good service! Need much more awareness by teachers of the services provided by REMIS. (Administrators also need to be aware of it so they can inform teachers.)

adm 33. Meets a "crying need."

adm 34. Create "an appetite for their wares."

adm 35. Valuable services; suggest more technical (production) services.

Mid Central

adm 36. Provided services when needed.

adm 37. The liaison function is critical to the functioning of REMIS. Curriculum assistance and materials provide the medium but facilitation/liaison provides the reason.

adm 38. She keeps me informed as to what is happening with the special education program; everything is going along smoothly; do not change!

adm 39. The way it is is fine. I have not used REMIS but could if I had a need.

40. Potential there to meet needs in curriculum and materials area.

SIRSEA

adm 41. Operating adequately at present except maybe expand evening hours.

adm 42. Wants to see what impact 94-142 ten percent inservice requirements will have. Don't expand until we have total picture. Consider expanding if needed via Regional Plan.

adm 43. Should be maintained, since is conceptually good. Cannot expand with present staff without loosing efficiency. Feels it is operating at optimum level.

adm 44. I think we need to have something like this available. Maybe even expand if teachers are for that. I lack complete information to describe their problems, etc. Everything can be improved.

adm 45. With some possible expansion. Especially in the area of IEP's. Without REMIS there would be no chance of getting new materials and ideas to staff. Directors are too busy with paper work to provide much real direction in curriculum and instructional improvement. Thinks REMIS people ought to assist teachers in tying materials to IEP's and inservice.

46. They're doing a nice job this year. Much improved over past. Good people; fairly efficient and want to help.

47. If it was closer to Sparta she would use it more. But sees need for better dissemination systems for schools distant from centers.

48. Sure it serves a worthwhile purpose but for her field nearly everything is tailor-made. (multiply handicapped)

49. It's a good thing because they always need a lot of materials and need to know more about how to use them.

West Central

adm 50. The program appears to be adequate for regional needs.

51. The program is very responsive as it is today.

ERA

52. Services are available but director busy meeting responsibilities of job and may be neglecting REMIS services.

54. Providing services to private facilities.

55. Is providing services requested.

56. Workshops are very good.

SMA

57. It serves their purposes satisfactorily now.

adm 58. He suggests that REMIS be maintained as it is and to change the approach so that personal contacts be made by REMIS personnel suggesting ways they can help.

CHANGED

West Suburban

1. Hire a deaf education teacher and develop a curricular program.

2. REMIS does not have any material to help the visually handicapped. This will have to be added if they are to provide help for us.

adm 3. They should provide more inservice programs.

adm 4. REMIS could help with public awareness. A regional outlet for REMIS is needed.

adm 5. Since the Regional Office is not readily accessible to the teachers, more of the materials should be located in the Joint Agreement Centers.

adm 6. Their resources duplicate much of the materials of the joint agreement.

RSA

adm 7. The concept of a network is good but it isn't really sufficiently local yet and therefore the limits of transportation keep it from being used as much as it might. Perhaps the joint agreement should provide some of these services so as to make transportation distances shorter.

WIA

adm 8. More curriculum library materials; too difficult to get materials (time lag); catalog was distributed too late in the year; better quality materials.

adm 9. Not of great benefit; not appropriate materials; expand materials in critical areas such as severe and profound handicapped.

adm 10. Greater inservice professional staff development. Improving teachers' skills. Minimal emphasis upon dissemination and production of materials.

adm 11. More technical assistance (making video tapes, etc.)

Mid Central

adm 12. Adhere to job description - eliminate quasi-administrative aspects of job.

13. Better define the role of REMIS; retain the liaison function but reduce the amount of administration.

14. Less time in school. (2 persons stated this)

15. Role needs to be better defined. Sometimes operates as assistant coordinator. Very accessible; maybe too.

SIRSEA

adm 16. improving accessibility would be major reform.

adm 17. Center needs to be open at other times so teachers can go there.

18. Could serve a purpose but there is too much red tape, forms. Many district budgets are being cut so therefore the centers should be kept. But a way should be found to streamline and simplify use.

SMA

19. Different hours - before school, during lunch, after school.

Eliminate so much paper work.

20. More films and filmstrips that can be used in special education classrooms. Also cassettes, stories, songs, etc.

adm 21. There is not time to learn how to use equipment. There should be inservice training on site. REMIS should serve as a consultant - monies for equipment should be given directly to facilities with REMIS serving as trainer.

adm 22. She is sure none of her staff even knows REMIS exists. A little brochure or flyer explaining the services would ehlp.

adm 23. REMIS personnel should provide leadership that would encourage greater use of the services.

adm 24. More actively investigate inservice programs to provide for region in media production and development.

ELIMINATED

RSA

1. The resources in the Joint Agreement are adequate.

adm 2. We don't feel that we're getting as much out of it as we should largely because it's too far away. We did a survey to see how much this service is utilized and found that it wasn't utilized much by our teachers. Opticon was the only service that did seem to have heavy utilization. We have suggested that there might be a satellite center at NSSED since we have about half the population of RSA and since there is a travel distance involved that requires 45 min. to an hour one-way.

ERA

adm 3. Getting along without service.

East Central Counties Regional Special Education Service Unit
354 WEST MAIN STREET
DECATUR, ILLINOIS 62522
TELEPHONE 217 429-0650

RECEIVED
JUN 22 1977
PROGRAM EVALUATION
& ASSESSMENT

MEMO

TO: JANET CHASTANT, Program Evaluator, I.O.E.

wdL

FROM: W. D. Lewis, Dean of Special Programs, Millikin University

424-6202

DATE: June 17, 1977

RE: Interviews with REMIS Clients

Pursuant to our telephone conversation of June 10, 1977, I contacted a random sample of clients within the fourteen-county East Central region for the purpose of telephone interviews according to the format recommended by your office. Thirty-two interviews were conducted, including five special education directors, four private school directors, eighteen teachers, and five teacher aides. With appropriate caution pertaining to the sample and to the procedure, I submit the following conclusions:

1. All respondents were aware of REMIS, although few could translate the acronym or describe all of its purported functions.
2. The "materials center" function is most widely known, followed by the "inservice" function; these constitute the primary impact of REMIS.
3. Few respondents in any of the categories report a monthly contact rate any higher than two or three. (includes mailings and person-to-person meetings)
4. No respondents cited "adoption/adaption of media and materials" as a service rendered. (I did not prompt respondents, some of whom may have been aware of this function.)
5. Practically all of the services cited by each group were of the materials or inservice variety.
6. All teachers contacted found REMIS services to be helpful, whereas directors were sometimes uncertain about either the delivery system or the cost-benefit factors.
7. Satisfaction with REMIS components bears a rough relationship to how far one has to go - or how long one has to wait.
8. Only two respondents would eliminate REMIS. Among changes proposed for it are the following suggestions, approximately rank-ordered:

a. More money/materials

b. More progress on decentralization or the "satellite" concept (perhaps also stated as a need for greater accessibility)

c. Greater refinement of inservice capabilities

d. More dynamic and knowledgeable staff to work with teachers

e. Greater visibility for the programs and services

I shall not bend false dignity to the foregoing generalizations by quoting in percentages, although each statement relates to a substantial sentiment in the population sampled. Teachers were generally supportive of the concept and the service, while directors often expressed concerns which were more administrative in nature. Some of them are as follows:

a. Are we duplicating efforts and services?

b. Is the educational service region the logical delivery base?

c. Does the "visiting expert" approach fit local needs? (and further, are these people experts?)

d. What could we do to get some of this money under our jurisdiction?

WD/lkb

cc: Mr. Howard Brown
Mr. Steve Tilton
Mrs. Pauline Boatman

APPENDIX L

Project Director

KENNETH RISLOV
Assistant Project Director

NORTHWESTERN ILLINOIS ASSOCIATION
for
HEARING, VISION, AND PHYSICALLY HANDICAPPED CHILDREN

Route 1, Gurler Road
Phone 815-758-0636
Title VI-B ESEA
DeKalb, Illinois 60115

"A Public School Special Education Cooperative
Serving Children in Northwestern Illinois"

February 11, 1975

Ms. Margaret Neiderer
Illinois Office of Education
Handicapped Children's Section
1020 South Spring Street
Springfield, IL. 62706

Dear Margaret:

Again, I would like to congratulate you and the other members of your staff in the Handicapped Children's Section for the excellent vision workshop conducted recently in Chicago. The individuals making presentations and leading discussion sessions imparted valuable information regarding services and programs for visually impaired children. Truly, this workshop was relevant, stimulating, and educational for all of us who had the opportunity to participate.

I wish also to applaud you for the quality services that you and your staff are providing for visually impaired children throughout the State of Illinois. The organizational structure within your department allowing for a core of individuals or staff assigned specifically to the category or area of visually impaired has certainly insured a reliable delivery system. This system and your services are much appreciated at the local level as we work with these children.

Again, your time and energies are much appreciated.

Sincerely,

Jerry Maring

Jerry Maring
Project Director

JM/sg
cc: Mr. James Travers
Ms. Gloria Calovini
Dr. Joseph Cronin
Mr. Michael Stramaglia

EDUCATIONAL SERVICE REGION
COOK COUNTY
33 West Grand Avenue
Chicago, Illinois 60610

NOV 4 RE

(312) 467-6340

Chicago Regional Program
[redacted] William R. Zbinden
Program Director

RICHARD J. MARTWICK
Superintendent of Schools

Administrative Agent
Title I (89-313)

November 1, 1977

Gloria Calovini, Director
Materials Development & Dissemination Network
Illinois Office of Education
100 North First Street
Springfield, IL 62777

Dear Ms. Calovini:

I would like to take this opportunity to summarize the numerous services provided by ALRC to our Title I Chicago Regional Program.

- Two IOE mini-grants allowed us to set up two workshops for our entire staff of 90. The workshops: "Effecting Change" - Dr. Thomas Laughlin, Management Programs, Inc.; and "Principles of Remediation for the Mentally Retarded", Dr. Doris Johnson, Northwestern University.

- Louise Giesecke met with our REMIS staff to explain the ALRC system and to describe some of the latest IOE curricular projects, including the Career Education Program. Many of our facilities are in need of this information.

- Nancy Harris trained our staff of 90 on the use of the Illinois Resource and Dissemination Network form.

- Numerous NIMIS printouts were received which helped us in our curriculum development and in-service training. Some of the content areas were: sex education, math, reading, behavior modification, etc.

- Shirley Harris, Eileen Marvel, and Cherry Hamin always fulfilled our numerous requests for in-service training materials, audio-visual materials, and special education resources. Many of our facilities are now using these IOE services.

- Our REMIS coordinator attended REMIS meetings, obtaining valuable information on other programs, networks, publications, services, etc.

- I attended the Midwest Regional Teacher Center Conference. Information from that conference has been widely distributed in our program and found to be most helpful.

We have greatly appreciated the people and services provided by your office. They have effectively assisted us in our Title I Program as we service 88 non-public special education facilities and approximately 3,000 clients.

I know we will continue to call upon your fine resources, and I hope we can be of assistance to your in your endeavors.

Sincerely,

Genie Lyons

Genie Lyons
REMIS Curriculum Specialist

GL/lp

cc: W. Zbinden

10-10-75

MONMOUTH COLLEGE

MONMOUTH, ILLINOIS 61462, TELEPHONE (309)457-2311

October 9, 1975

Ms. Gloria Calovini, Director
Instructional Materials Center
Illinois Office of Education
100 North 1st Street
Springfield, Illinois 62706

Dear Gloria:

My purpose in writing is to thank you for sending with the display of special education teacher training materials to our campus yesterday. Ms. Cheri Hammann was a very congenial and a most professional representative of your office; we were delighted to have her here. The assortment of materials made available was most impressive and provided many of our local school district personnel and college staff useful information concerning this resource. I am sure as a result of this presentation you will receive many requests for the loan of materials.

Thank you again for providing this service, and please extend our sincere appreciation to Cheri for us.

Most sincerely,

Frank W. Sorensen

Frank W. Sorensen
Chairman
Department of Education

FWS:e

CARL SCHURZ HIGH SCHURZ
3601 North Milwaukee Avenue
Chicago, Illinois 60641
Febuaray 19, 1975

Bobbie Cheaney
Department for Exceptional Children
1020 South Spring Street
Springfield, Illinois 62706

Dear Ms. Cheaney:

Thank you for inviting me to the Illinois State Conference for Teachers of the Visually Impaired in Chicago. I enjoyed the conference and felt that it was of great value.

Please continue to invite me to these meetings.

Sincerely yours,

Mario Cortesi

Mario Cortesi,
Teacher of the
Partially Seeing

lh/MC

MacMurray College

February 11, 1976

Ms. Shirley Harris
Specialized Educational Services
100 North First Street
Springfield, Illinois 62777

Dear Ms. Harris,

I am Glenda Thompson, a senior at Mac Murray College in the Department of Special Education for Mentally Handicapped Children. I would like to thank you for a very interesting, informative day at the Illinois Office of Edu Education. You have provided all of us in the senior class with valuable information for the future.

I will begin my student teaching experience on March 15th of this year in a junior high classroom for the educable mentally handicapped. Since I am not as familiar with this level as I am with the primary grades, I would appreciate any information that you would have specific to this level.

Specifically, the following publications from the list you handed to us would be of interest to me:

ANNOTATED BIBLIOGRAPHY FOR JUNIOR HIGH EDUCABLE MENTALLY
HANDICAPPED CLASSES: HEALTH
READING & ENGLISH
READING FOR ADULTS
SOCIAL GROWTH
CHARACTERISTICS OF THE CHILD WITH LEARNING DISABILITIES
PART I OF THE CURRICULUM GUIDES FOR SPECIAL EDUCATION
HANDBOOK OF ACTIVITIES TO USE BASED ON THE I T P A MODEL
READING ACHIEVEMENTS AND THE MENTALLY RETARDED
RESOURCE CENTERS; SOME IDEAS
SUBSTITUTE TEACHING SURVIVAL KIT (for future use)

I realize I have requested quite a bit of information. I will appreciate what ever you decide to send. Thank you very much for your valuable time.

Sincerely,

Glenda Thompson

Glenda Thompson
MacMurray College Box 700
Jacksonville, Ill. 62650

JACKSONVILLE, ILLINOIS 62650 • AREA CODE 217-245-6151

Superintendent
Stanley M. Walker

EDUCATIONAL SERVICE REGION
Henderson & Warren Counties
200 West Broadway
Monmouth, Illinois 61462
Phone: 734-6822

Assistant Superintendent,
Helen Chenoweth

Feb. 11, 1977

Cheri Hammann, Educational Specialist
Materials Development and Dissemination Section
Illinois Office of Education
100 North First ST.
Springfield, Ill. 62777

Dear Mrs. Hammann:

We appreciate your taking time from your busy schedule for your presentation at the Henderson-Warren Teachers Institute on February 4th in Monmouth. Those attanding your section received some real help. Thank you so much.

Sincerely yours,

Stanley Walker

Stanley Walker, Supt.
Educational Service Region

STRATFORD CENTER

orthern Suburban Special Education District
tratford Center • 760 Red Oak Lane
ighland Park, Illinois 60035 • 831-5100

September 20, 1977

Ms. Judy Gray
Illinois Office of Education
100 N. First Street
Springfield, Illinois 62777

Dear Judy:

Thank you very much for helping us explain 94-142 to our districts. We all found it most helpful and informative. This will be a good start for our next specific training session.

Thanks again. I appreciate your help on such short notice.

As ever,

Margaret

MP/lcb

Margaret Pysh, Director
Program Operations

P.S. Hope you can stay longer next time. MP

23 school districts cooperating to serve the exceptional child

SOUTHWEST ILLINOIS REGIONAL
SPECIAL EDUCATION ASSOCIATION

Poag Road, Rural Route 6
Edwardsville, Illinois 62025
Phone 656-7077
R.E.M.I.S.

2110B Troy Road
Edwardsville, Illinois 62025
Phone 656-7555
Edwardsville Center

1826 Jerome Lane
Cahokia, Illinois 62206
Phone 332-6576
Cahokia Center

August 10, 1977

Joan Carson
Educational Consultant
Specialized Educational Section
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Dear Joan,

I wanted to compliment you on the Springfield IEP workshop. As a participant, I felt that, overall, the week was quite successful. The responsiveness of the personnel in the Illinois Office of Education was most appreciated and helpful in meeting our concerns. I feel quite comfortable in conducting workshops based on the training I received in Springfield.

The Professional Development Center and our regional program jointly co-sponsored a week-long workshop (five half-day sessions) for our special education directors, supervisors, teachers, and some private facility personnel. Dr. Kirby Detraz (Southern Illinois University - Edwardsville) and Dr. Robert Stoneburner (Southern Illinois University - Carbondale) were consultants and along with PDC and SIRSEA staffs, presented similar training to which we received from your office. We attempted to have each facility or joint agreement begin to formulate local plans for meeting the problems and challenges presented by P.L. 94-142. The PDC staff and their director, Dr. Frank Bono, were of enormous assistance in planning, presenting and evaluating the workshop. Our area is quite fortunate to have this agency as a resource. I believe that our local districts have already begun to plan to use them extensively to assist them in their plans and activities for the coming year.

I also wanted to inform you that I spoke with Jean Muckleroy this morning and I will be presenting a workshop in Mt. Vernon on September 19, 1977. This means that, as to date, I will be committed for both September 14th and 19th, but have no other definite plans except for the 29th or 30th in Springfield. I will expect to hear from you as to which date is agreed upon by concensus of the group. If you would like to reach me after August 26, 1977, my home address is 7544 Stanford Avenue, University City, Missouri 63130 and my telephone number is (314) 727-0452. Please feel free to contact me at any time.

Sincerely,

Dyan W. Harper

Dyan W. Harper

[illegible] AKE, LL.B., C.L.U. [illegible]

March 15, 1977

Mr. Joseph M. Cronin
State Superintendent of Education
Illinois Office of Education
Springfield, Illinois 62701

Dear Mr. Cronin:

I was referred to the Institute you recently had held at the Conrad Hilton Hotel for educators of the severely and profoundly handicapped. I was alerted by the school which my daughter attends, Spaulding School here in Chicago. I was amazed at the tremendous sincere and caring interest shown by all those conducting the sessions as well as those in attendance. I sincerely compliment you on this annual affair. I was most encouraged, comforted and gratified to find that there is so much interest starting to grow in children such as mine who are aptly covered by the title of the Institute.

If there is any way I can be helpful in advancing this noble work, I would be delighted to hear from you.

Sincerely yours,

Joseph A. Blake

cc: Mrs. Bertha Murray
Ms. Bobbie Reguly

MIDWEST REGIONAL TEACHER CENTER CONFERENCE

CONFERENCE EVALUATION

The following questionnaire was distributed to participants at the Midwest Regional Teacher Center Conference to assess the overall results:

1. Were objectives clearly stated?

Answer: yes 80%
no 20%

2. Were objectives in accord with Conference objectives?

Answer: yes 96%
no 4%

3. Was time appropriately used?

Answer: yes 89%
no 11%

4. Degree to which objectives were met?

Answer: On a 1-5 scale indicating an increasingly higher degree of effectiveness of none to a great deal, the following composite resulted:

1	2	3	4	5
2.8	2.7	11.0	34.1	49.2

5. Effectiveness of presenters?

1	2	3	4	5
.0	.06	19.	29.0	46.0

6. Effectiveness/appropriateness of support materials?

1	2	3	4	5
.01	.02	15	23.0	56.0

7. What was the most important thing you learned?

Answer: The following responses indicate the order of importance placed on training and information received by participants.

General Information on:

Range of media/training services offered by teacher centers
Research and general status of teacher centers
Funding sources
Status of federal legislation: P.L. 94-142
Management and organization of a teacher center
Extent of community and professional interest in teacher centers.

Specific Information about:

Handicapped Legislation: P.L. 94-142
Illinois State Library services
Evaluation techniques
Proposal writing
IRDN project
Cooperative grouping skills in the classroom

8. How would you improve the training presentations?

Answer: The presenter was too pessimistic
Some sessions needed visuals/media
When a presenter makes a committment, that person has the responsibility to remain to the end of his presentation
Would have liked more evaluative tools
Audience lacked sufficient background.

9. Was this relevant for you?

Answer: yes 93%
no 7%

10. Comments by participants:

Informative and well done
Many opportunities to share information
More teachers should have been invited.
Dr. Cronin's speech was informative and entertaining.

Sorry I could only stay for one day.

Creative and practical presentations.

Rubin summarized in such a way to make us think we can get it together.

Experiences of teacher center directors were worth hearing.

The casual atmosphere facilitated an easy exchange of information in Fibkins session.

The best parts were the ques./ans. sessions.

Jim Stowell was a superb presenter and well informed.

The sharing concept was always present.

Rubin gave us some hope to continue.

Presenter made everyone feel part of the session.

Presented too narrow a concept of teacher centers.

It was all informative and interesting.

The tours gave us a good first hand look.

Sinclair presented the most informative approach to this topic I have yet received.

It was great - thanks a lot.

Needed more time for questions.

Thanks for telling us about 94-142.

Many helpful ideas for establishing new center.

AD HOC RECOMMENDATIONS

On Thursday night, March 3, 1977, a group of interested and energetic Conference participants met to discuss some of the issues associated with teacher center development in the upper midwest. The following is a list of recommendations developed by the group.

1. A more concerted effort should be made to support cooperative networking of information through the regional and local centers of the states.
2. SEA's should put money into teachers centers - possibly in state matching grants.
3. SEA's should provide leadership support, planning and encouragement for professional staff development programs.
4. Teacher center would be an effective model to meet the training needs of special education teachers required by P.L. 94-142.
5. A concern was expressed that more teachers were not represented at the Conference.
6. SEA's should develop and disseminate newsletters on staff development opportunities and programs.
7. Education should be interested in the growth of human beings, not in the perpetuation of bureaucracies.
8. Organize and fund an SEA task force on staff/development to explore alternatives. Let us help you plan.
9. Don't be afraid to involve teachers as partners and contributors to the education and planning processes away from the school setting. They will serve as catalysts to open up teachers/administrators to new models of staff development.
10. The philosophy of the teacher center, one of supporting, acknowledging and sharing personal and professional growth, should be fully infused at all levels into the educational process.

IMPACT RESPONSE FORM

Midwest Regional Teacher Center Conference
Holiday Inn
Evanston, Illinois
March 2-4, 1977

The Impact Form contained a list of objectives and possible impact steps that could be implemented as a result of this conference.

A. Briefly describe, in concise, objective terms, those impact steps you plan to implement. Be as specific as you feel you can be at this time. Please include the following: (1) What will be done? (2) How will it be done? (3) Approximately when do you anticipate doing it? Select from the list on the Impact Form or create your own steps.

1.

2.

3.

B. Can the presenters at the conference or the conference committee be of additional help to you in the implementation of your plans?
Yes No
If yes, how? (Refer to items by above numbers.)

C. The Conference Coordinating Committee would like to request your assistance in completing the Impact Response Form. We would like for you to complete and return this form concerning your projected implementation before you leave or mail to us by May 1, 1977. Your assistance in this matter is greatly appreciated.

Return to:

Shirley Harris
Conference Coordinator
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
Phone: 217/782-2436

Your name and address:

____
____
____
____

IMPACT

Midwest Regional Teacher Center Conference
Holiday Inn
Evanston, Illinois
March 2-4, 1977

A. Below is a list of objectives for Conference participants which will be addressed during the Conference.

1. To become aware of the operations and emphases of the Illinois teacher centers.
2. To express and receive ideas and information on pertinent topics relevant to media and materials.
3. To experience a conference organization model which stresses total involvement of participants.
4. To receive training or information regarding specific child-use or training materials, systems, or programs.
5. To meet trainers from throughout the country who have expertise you may want to utilize in the future.
6. To receive training in organizing, conducting and managing teacher centers.

B. The following is a list of possible impact strategies that could be implemented as a result of this teacher center conference. You could return to your region or state and do any of the following:

1. Develop a teacher center in your state or area using information obtained from the Midwest Regional Teacher Center Conference.
2. Replicate a workshop presented at the Conference or Centers.
3. Invite a consultant to replicate a workshop presented at the Conference.
4. Plan a training conference using some aspects of the model used at the Conference.
5. Revise one of your training presentations in accordance with new ideas or information secured at the Conference.
6. Secure additional training in a procedure or product that was presented.
7. Contact someone you met at the Conference for information on material about which he/she is knowledgeable.
8. Disseminate to your constituency products or information acquired at the Conference.

9. Help someone to feel better about him/herself because you learned to feel better about yourself.

Please feel free to add to the list. Please give some thought to the applicability of the objectives and the impact steps you could take following the conference.

We are very glad you are here.

APPENDIX M

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Date: August 18, 1977

MEMORANDUM

TO: Shirley Harris

FROM: Carol Reisinger

SUBJECT: ALRC Final Technical Report

During the time I have been with the Illinois Office of Education, I have been involved with ALRC in two major projects.

The first project was in the development of Career Education Materials for Teachers of Children With Special Needs. Louise Giesecke was the person that I worked with on the development of a handbook.

Teachers selected from areas served by the Illinois Office of Education career education project were given inservice in writing lesson plans for the handbook.

A series of workshops were developed in which teachers came to an awareness of career development and in which they pilot tested implementing career development procedures for their classroom.

My involvement with the project lasted a year. The ALRC staff member who worked on this project was extremely competent and the handbook reflects that.

I feel that the product which came from this cooperative venture is one of the best produced nationwide.

The second project in which I cooperated with ALRC was in the development of the Illinois Resource and Dissemination Network (IRDN). ALRC staff worked with me in an effort to develop a Resource Identification Survey form which could be used both by SES and by the rest of the agency. Nancy Harris, the staff member who worked on the survey spent much time in bringing the form to its final stages. The survey form is now being used by IOE to collect information on programs, projects and people.

IOE 51-19 (1/75)

In addition to RIS, Nancy Harris worked with the IRDN staff in integrating the special education resource file with the Illinois Resource File. The ALRC staff and the IRDN staff have developed guidelines for the integration of the two files and for the establishment of a Special Education Verticle File.

The IRDN staff negotiates and conducts NIMIS searches for SES. The computer for NIMIS searching is furnished through an arrangement with ALRC. Response has been very positive with an increase of usage coming each day.

Overall cooperation between ALRC staff and my staff has been excellent. I feel that these activities which the two staffs have performed together have done a great deal to provide products and services which will benefit the agency and Illinois educators.

pc/4/7

IRDN

ILLINOIS RESOURCE AND DISSEMINATION NETWORK

PURPOSE

The Illinois Office of Education is involved in a process that will help local education agencies work from their own agenda and improve education for Illinois students. The major means for achieving this objective is the foundation and system developed through the Illinois Resource and Dissemination Network (IRDN).

The IRDN, through special funding administered with the National Institute of Education, is an educational information retrieval system. It is designed to assist local educators in a systematic approach to acquire educational knowledge and to facilitate educational problem solving.

ROLES AND FUNCTIONS

In a leadership function, the IRDN consolidates intra-agency resources through use of a Resource Identification Survey and coordinates dissemination of all relevant information from the state agency.

In its linking process the IRDN utilizes the Program Service Teams (PSTs) from the five decentralized state education offices. The PSTs, as consultants for the districts they serve, help to identify the needs of the LEAs, aid in problem solving, lend technical assistance and locate resources to help the schools. The PSTs draw upon the services and resources of the IRDN in assisting the LEAs.

The resource function of the IRDN consists of computer searching, acquisition of educational information, and dissemination of resources of the LEAs. IRDN is extending its resource role by establishing two data bases specifying Illinois resources--the Illinois Resources File (IRF) and the Human Resource File (HRF).

INFORMATION SERVICES

The Illinois Resource and Dissemination Network (IRDN) acts as a center for supplying information about educational literature, projects, programs, and consultants to Illinois educators. Information is retrieved both manually and by computer.

Dialog/NIMIS

IRDN has computer access to approximately sixty data bases of the Dialog information system, with major retrieval from the ERIC data file and the NIMIS file of special education materials.

Illinois Resources

In addition to these commercial data bases, IRDN is compiling two information files unique to Illinois -- an Illinois Resource File (IRF) containing descriptions and locations of educational programs, projects, practices, and products within Illinois and a Human Resource File (HRF) listing names of educational consultants available within the state.

The IRDN welcomes information from Illinois agencies or individuals about projects, programs or people in their area which could be shared state-wide by inclusion in these Illinois files. Information about such resources is collected on an Illinois Resource Identification Survey form. Persons who are aware of reliable, workable projects or people for possible inclusion in the Illinois resources' files should contact the regional Illinois Office of Education, a Program Service Team member, or the IRDN. This sharing of resources is a primary objective for the IRDN and can be better accomplished through a state-wide cooperative effort.

Materials Duplication

IRDN also provides resources to supplement the search services. After patrons have received a search printout of document and journal article abstracts, they may request duplication of ERIC documents in microfiche or hardcopy format or copies of journal articles. IRDN maintains the complete ERIC collection of over 130,000 documents, has access to educational journals through the agency or the State Library, and will copy a reasonable quantity of documents and articles upon request.

REQUEST PROCEDURE

All requests for these services should be channeled through the Program Service Team representative in the appropriate team office.

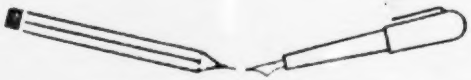
DATA BASES

IRDN has access to the data bases of the Dialog Information System, the NIMIS file and its agency developed Illinois Resources Files.

Illinois Resource File (IRF)
and Human Resource File (HRF)
contain information on educational programs, practices, products, practitioners specific to Illinois and available for on-site visits or consultations.

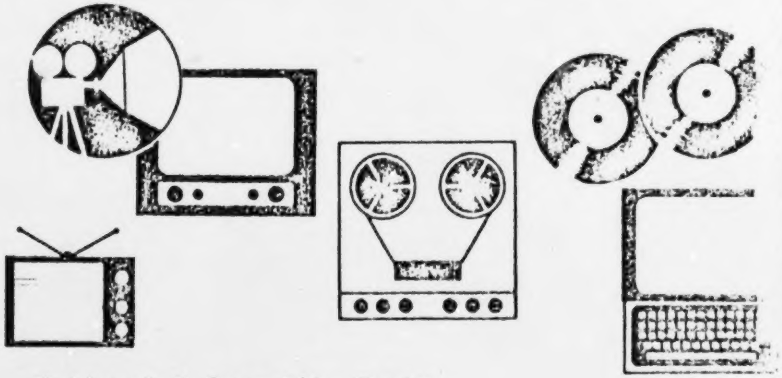
Educational Resources Information Center (ERIC) consists of two files: Resources in Education (RIE) which contains educational documents, research reports, evaluation studies, curriculum guides, bibliographies, and Current Index to Journals in Education (CIJE), an index of over 700 educational journals.

Exceptional Child Education Abstracts (CEC) concerns the education of handicapped and gifted children and covers books, journal articles, teaching materials and reports.



AIM/ARM is a specialized index for locating mate
on vocational and technical education develope
school districts, state departments of educat
curriculum development laboratories, and indust
and research from the U.S. Office of Educat
Department of Labor, Office of Economic Opportu

Comprehensive Dissertation Abstracts is a defin
subject, title, and author guide to virtually
American dissertation accepted at an accre
institution since 1861 when academic doctoral d
were first granted in the United States.



National Information Center
for Educational Media (NICEM)
covers all types of nonprint educational me
films, filmstrips, audio and videotapes, rec
transparencies--preschool to professional level

National Instructional Materials
for the Handicapped (NIMIS)
coordinated nationally by the National Cente
Educational Media and Materials for the Handic
(NCEMMH), provides information on instruct
materials to use in educating handicapped chil
The file includes child-use instructional mater
teacher training materials, measurement
evaluation materials, prototype/archival materi

PROGRAM SERVICE TEAMS

Each of the five offices of the Illinois Office of Education has a staff of educational specialists assigned to specified local education agencies (LEAs). These Program Service Team members act as the linking agents from the LEAs to the IRDN. Persons requesting services of the IRDN should contact the nearest IOE office or Program Service Team consultant for their district.

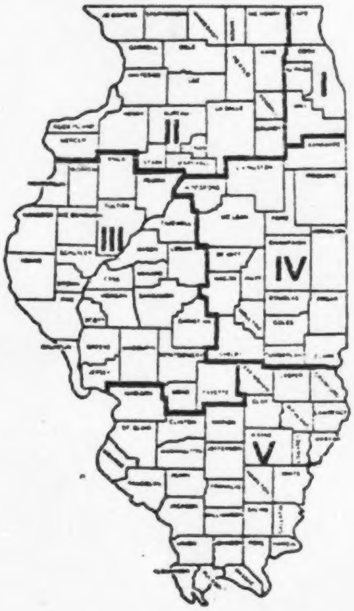
REGION I- CHICAGO
PROGRAM SERVICES TEAM
188 West Randolph
Chicago,Illinois 60601
Telephone: 312/793-5560
Ms. Jean Donahue, Acting Mgr.
Ms. Peggy Phee, Acting Asst. Mgr.

REGION II- DEKALB
PROGRAM SERVICES TEAM
Northern Illinois University Campus
Gabel Hall, Room 164
(Mailing address: P.O. Box 625)
DeKalb, Illinois 60115
Telephone: 815/753-0261
Mr. John Stoudt, Mgr.
Ms. Sue Kurtz, Asst. Mgr.

REGION III- SPRINGFIELD
PROGRAM SERVICES TEAM
100 North First Street
Springfield, Illinois 62777
Telephone: 217/782-5696
Ms. Nan Spalding, Mgr.
Mr. Jack Robertson, Asst. Mgr.

REGION IV- CHAMPAIGN
PROGRAM SERVICES TEAM
#3 Henson Place
Champaign, Illinois 61820
Telephone: 217/333-6770
Dr. Jerry Foster, Mgr.
Vacant, Asst. Mgr.

REGION V- MT. VERNON
PROGRAM SERVICES TEAM
601 North 18th
Mt. Vernon, Illinois 62864
Telephone: 618/242-1676
Mr. Richard Haney, Mgr.
Mr. Mont Davis, Asst. Mgr.



CLIENTS

Services for the IRDN are available at no charge to Illinois educators -- educational service region superintendents, district administrators, teachers, counselors, other school personnel -- for identified school related problems. Local education agencies are the primary clients; university faculty and students should rely on their university libraries for service.

SEARCH RECORD - MARCH 15 - APRIL 14, 1977

Search #	Topic	PST Member
1	Class Scheduling for Grades 9-12	L.Davidson-DeKalb
2	Setting Up a Nature Trail for the Blind	T.David-IOE
3	Models Used - Creative/Divergent Thinking Skills - Convergent Thinking Skills	D. Woods-Chicago
4	Evaluation of Title I Programs for Neglected Children;Evaluation of Federal Programs	M.Graham-IOE
5	Zero Based Budgeting Techniques Applicable for Education	E.Koty-Chicago
6	Effects of Television Violence on Children under 12	R. Schaljo-Champaign
7	Programs to Use for Emotionally Disturbed/ Behavioral Disordered Children	A. Jones-Springfield
8	How to Evaluate Changes in Achievement	M.Graham-IOE
9	Early Childhood Intervention/Infant Education	L.Vass-Chicago (B.Roizman-SMA)
10	Year-round Schools-Pros & Cons	P. Sparks-IOE
11	Programs for Severely/Profoundly Handicapped	M.Hagen-IOE
12	Operations of Special Education Administration - New Policies/Management Procedures K-12	W.Stewart-Chicago
13	Author - Christopher Jencks	D.Snowden-IOE
14	Teacher Expectations for Their Students - Deaf/Blind or other Handicapped	M. Hagen-IOE
15	Teaching Context Clues for Words with Multiple Meanings	D. Woods-Chicago
16	Teacher Centers (1977 only)	D. Woods-Chicago
17	Career Information for Math Oriented Seniors (Secondary)	D. Woods-Chicago
18	Bibliography of Folk Literature	D. Woods-Chicago
19	Literature on Pre-School Reading	A.Springfield-Chicago
20	Realistic Reading Skills for Each Grade Level - K-8 - Exit Skills at Year's end to Determine Objectives for Next Year's Program	M.Brown-Springfield

21	Models of Information Dissemination-Diffusion Systems	R.Barth-IRDN
22	Festivals & Holidays in Spain and Latin America	D. Woods-Chicago
23	Curriculum Development for Small Schools/Rural Schools	L.Emge-DeKalb
24	Extra-curricular Activities in Rural/Small School	L.Emge-DeKalb
25	Elements Necessary for Promoting & Implementing a State-Wide Experience Based Career Education Network	N.Janssen-IOE
26	Study to Determine the Presence of Sex-Bias in the Admission Procedures of Dental Hygiene Program in Illinois	C.Cahnovsky-IOE
27	Impact of Inservice Training Model on Level of Knowledge of Principles of Human Development of Child Welfare Workers	M.Katz-IOE (SIU)
28	Development of Curriculum Guides for the Trainable Mentally Handicapped (TMR)-Secondary Level	E.Helmich-Springfield
29	Diagnostic Reading Tests - Grades 3-6	D.Woods-Chicago
30	Source Material About Africa	D.Woods-Chicago
31	Grant Money Available for Child Abuse Programs	M.Maisenbacher-IOE
32	Prevention of Handicapping Conditions/ Birth Defects.	M.Hagan-IOE
33	How to Collect Community Resources/Referral Agencies which Can Help Parents in Not Abusing Children	M.Maisenbacher-IOE
34	Responsibility of Parents to Schools	N.Spalding-Springfield
35	Collective Bargaining in the Public Sector Pros and Cons - State and National Laws Governing - Concerns	P.First-IOE
36	Funding Sources for Elementary Education: Federal, State, and Private	L.Vass-Chicago
37	Comparison of Achievement Tests - Elementary, Junior High and Middle Schools	L.Vass-Chicago
38	Accrual Accounting for Public Agencies	C.Hanes-IOE

39	Program Effectiveness in Correctional Institutions	G.Duff-IOE
40	Gifted - Curriculum Materials/Testing Materials/ Staff Development	K.Brooks-DeKalb
41	Individualized Instruction Using Programmed Materials	K.Brooks-DeKalb
42	Educational Specifications for School Plant Planning	D.Gideon-Springfield
43	Wisconsin School Funding Formula-Elementary & Secondary	D.Gideon-Springfield
44	Schools Using Psychology Students as Interns within Community Agencies	E.Helmich-Springfield
45	(Psychology & Modern History Combination) Psycho-History Curriculum /Including Social Studies; Team Teaching Approach	E.Helmich-Springfield

Listed below are the computer searches completed since the April 15 report to program service teams. The * indicates searches which are available for immediate duplication. Others may be obtained in duplicate by reentry of the original strategy into the computer; this would require a longer period of time, however. The searches marked ** are included in Readi-reference packets.

Search #	Topic	PST
46	High School Students Counseling Elementary Students as Part of Their Learning Experience	E. Helmich Springfield
47	Teacher Centers, Professional Development Centers	M. Sivak IOE
48 *	Expectations of Teachers in Special Education When They Develop Programs for Handicapped Children	K. Stonecipher IOE
49 *	Exam Value in Masters or Doctoral Program/Importance of Total Score -- Ratio of Importance of Scores to Performance	S. Kurtz DeKalb
50 *	Evaluation of School Board Operation	L. Vass Chicago
51 *	Individual Effort Relative To Team Planning	J. Davis Mt. Vernon
52	Exemplary Open School/ Classroom Programs	E. Helmich Springfield
53	Effectiveness of Citizens Advisory Councils	M. Davis
54	Peer Group Counseling Secondary Level	D. Woods Chicago
55	Citizens Participation in Educational Decision Making	D. Woods Chicago
56	Public Information Programs Communication System (2 Way)	D. Woods Chicago
57	Management Appraisal Systems/Personnel Evaluation	D. Woods Chicago
58	Prevention of Drug Abuse	D. Woods Chicago
59	Advantages & Disadvantages of Early Reading Intervention	L. Vass Chicago
60	Evaluation and Testing of Autistic Children	L. Vass Chicago
61	Alternatives in Music Education	L. Davidson DeKalb
62	Affirmative Action in Public Education	Ed Kregor DeKalb
63	Individualized Spelling at Primary Level	A. Jones Springfield
64	How SEAs Coordinate Inservice Training	P. First IOE
65	Ways in Which School Districts Can Finance Themselves	J. Scannell Champaign
66	Advocacy Groups for Special Education	K. Stonecipher IOE
67 *	Why & When Do Children Become Disinterested in School	C. Armitage Champaign
68 *	Merit Pay for Teachers	F. Dagne DeKalb D. Romer Champaign
69	Learning to Use a Media Center-Curriculum Guide	W. Brown Mt. Vernon
70	Day Camps for Mentally Retarded & Emotionally Disturbed Preschoolers	N. Harris IOE
71	Retirement Policy for Noncertified and/or Support Staff in a School District	L. Emge DeKalb
72	Childhood Senility	N. Harris IOE
73 *	Kindergarten Scheduling Full Day vs. Half Day	C. Moore IOE
74	Programs for the Aged	B. Grant IOE
75 *	Alternatives to Teaching	B. Weiss IOE
76	Methods of Teaching Spelling	A. Jones IOE
77	Effectiveness of All Day Kindergarten	D. Woods Chicago
78	Developing Programs for Leadership of Gifted	Ken Brooks DeKalb
79 **	Techniques for Developing Management Skills	C. Reisinger
80	Guidelines to Establish a Behavior Modification Programs Grades 6-8	K. Brooks DeKalb
81 *	How to Set Up Preschool Programs	E. Koty Chicago
82	Curriculum Material for Gifted	J. VanTassel IOE

Search #	Topic	PST
83 *	Providing Programs for the Gifted	J. VanTassel IOE
84	Awareness of Support Systems within Gifted Education	J. VanTassel IOE
85 *	Awareness of Existing Programs for Gifted	J. VanTassel IOE
86	Overview of Identification Tools and Techniques for Setting Up Gifted Programs	J. VanTassel IOE
87 *	Evaluation Information on Gifted Programs	J. VanTassel IOE
88	Program Awareness for Accelerated Students	J. VanTassel IOE
89	Information on Parents Activities for Speech & Language Impaired Preschoolers	N. Harris IOE
90	Activities and Programs for EMH Senior Citizens	N. Harris IOE
91	Infant Day Care & Parent Education about Child Abuse	J. Crain Springfield
92	Dying Child — How to Handle the Classroom	N. Harris IOE
93	Vocational Opportunities for Developmentally Disabled & Severely Physically Handicapped Adults	N. Harris IOE
94	Trends in Elementary Science Curriculum	L. Davidson DeKalb
95	Rural Education: Quality of Schools--Move to Smaller Schools?	G. Duff IOE
96	Criteria Used to Validate Programs, Projects, Products	C. Reisinger IOE
97 *	Sex Education for Mentally Retarded Children	M. Dougherty IOE
98	Educational Games in Remedial Reading & Math-Grades 1-6	W. Stiska IOE
99	Plans for Media Centers	W. Brown Mt. Vernon
100 *	Vocational Education for Handicapped Children	W. Stewart Chicago
101 **	Management Training/Skills for School Administrators	C. Reisinger IOE
102	Pros & Cons on Competency Based Testing	L. Davidson DeKalb
103	Goal Setting for School Library/Media Programs	M. Sivak IOE

Search #	Topic	PST
104	Ways to Improve Student Attitudes	D. Romer Urbana
105	Requirements for Teaching English	R. Brink Springfield
106	Minimal Requirements for High School Graduation	R. Brink Springfield
107	Formation & Functions of Educational Advisory Council to Local Superintendent	R. Brink Springfield
108 *	Research on Basal Reading Programs vs. Multi Texts and/or Individual Reading	E. Koty Chicago
109 *	Teaching Daily Living Skills for Visually Impaired	R. Schaljo Champaign
110 *	Global Studies-Jr. High	J. Scannell Champaign
111 *	Moral Education-K-12	J. Scannell Champaign
112 *	Parent Volunteer Programs Elementary Level	J. Scannell Champaign
113	Inservice Models for Special Education Personnel	C. Crowley IOE
114	Variables to Evaluate Reading Programs	S. Steinhour IOE
115	Classroom Design for Emotionally Disturbed	L. Vass Chicago
116	Voluntary Mutism	L. Vass Chicago
117	Educating Parents about Their Developmentally Disabled or Mentally Retarded Child	J. Crampon SIU Med.
118 *	Energy Conservation in the Schools	R. Schaljo Champaign
119	Peer Counseling	L. Taylor
120	Individualized Reading Programs for EMH Students — Intermediate Level	J. Meeks Springfield
121	Training Parents in Speech Therapy & Language Activity for Use in Home Environment	J. Scannell Champaign
122	Developing a Survey Form for Identifying Existing Community Services & Resources	J. Meeks Springfield
123	Magnet Schools	R. Derks IOE
124	School Vandalism	J. Johnson IOE

Search #	Topic	PST
125	Class Scheduling in a Small High School	L. Emge DeKalb
126	Euthanasia - As Viewed by AMA, APA, AAMD, CEC	L. Vass Chicago
127	Health Education Programs	Ed Kregor DeKalb
128	Bilingual Special Education Programs in the U. S.	E. Byrne IOE
129	Dropout Rate of Limited English Speakers	R. Rodriguez IOE
130	Work Study Programs for L.D., E.D., B.D., Socially Maladjusted H.S. Students	J. Meeks Springfield
131	Information on Writing Individualized Educational Prescriptions (per P.L. 94-142)	J. Meeks Springfield
132	Adaptive P.E. for Multiply Handicapped, Non-ambulatory	E. Helmich Springfield
133	Information for Preparation of Alcohol & Drug Teaching Unit	R. Schaljo Champaign
134	Ability Grouping - High School Level	R. Asplund DeKalb
135	Abstracting & Indexing Educational Materials & Govt.	R. Barth IOE
136	Career Education Books 9-12	B. Callahan DeKalb
137	Formal & Informal Reading Readiness — Preschool - 3	W. Stewart Chicago
138	Matrix Sampling	L. Fryans IOE
139	Materials on Achievement of Women in Mathematics	G. Duff IOE
140	Remedial Spelling at Grade 5 (NIMIS)	D. Brauer Springfield
141	Time Telling (Remedial) (NIMIS)!	D. Brauer Springfield
142	Left to Right Progression (NIMIS)	D. Brauer Springfield
143	Cursive Writing (NIMIS)	D. Brauer Springfield
144	Criteria for Effective Inservice Training	L. Ostfeld Chicago
145	Models on Inservice	L. Levy IOE
146	Screening Prekindergarten Students — Knowledge & Maturity	D. Woods Chicago
147	Curriculum Guides for Severely/Profoundly Handicapped	M. Dougherty IOE
148	Alcohol Education	J. Scannell Champaign
149	Teacher/Strikes/Attitudes	J. Scannell Champaign
150	Career English	R. Schaljo Champaign
151	Parenthood Education Programs	C. Moore IOE
152	Evaluation of Oral Reading	L. Levy Chicago
153	Syllabication	L. Levy Chicago
154	Moral Education	B. Enrietto Mt. Vernon
155	Teachers of Severe/Profound and/or Multiply Handicapped Their Characteristics - Job Satisfaction	J. Kelsey IOE
156	TV Viewing Habits of Normal Hearing Children	J. Meeks Springfield
157	TV Viewing Habits of Hearing Impaired Children	J. Meeks Springfield
158	Right to Read Program Descriptions	C. Millar IOE
159	Evaluation of Elementary Reading Programs & Materials	L. Vass Chicago
160	Early Childhood Special Education Programs	L. Vass Chicago
161	Grade Reporting at the Elementary Level	B. Enrietto Mt. Vernon
162	Planning Effective Meetings	D. Short IOE
163	Effective Use of Teacher Aids	L. Levy Chicago
164	Back to Basics in 3R's	H. Blackburn Chicago
165	Current Material on Elementary Math Curriculum	J. Triplett Champaign
166	Metric Study for the Elementary Grades	J. Triplett Champaign
167	How to Help LEAs with Program Evaluation Problems	M. Graham IOE
168	Curriculum for Delinquent Youth in Correctional Institutions	L. Davidson DeKalb

Search #	Topic	PST
169	Various Teaching Methods Used with Correctional Institutions	L. Davidson DeKalb
170	Vocational/Career Ed. Programs for Delinquent Youth in Correctional Institutions	L. Davidson DeKalb
171	Special Ed. for Delinquent Youth in Correctional Institutions	L. Davidson DeKalb
172	Needs Assessment in the Public Schools	L. Viehweg Champaign
173	State Dept. of Education Textbook Programs	C. Wise IOE
174	Videotape Instruction for Remedial Math/Reading	L. Davidson DeKalb
175	Instructional Materials to Stimulate Language Learning in the TMH Child (NIMIS)	R. Schaljo Champaign
176	Demonstration Curriculum Sites (no info available at this time)	H. Blackburn Chicago
177	Curriculum Cooperatives (no info available at this time)	H. Blackburn Chicago
178	Bilingual (other than Spanish) Learning Activities	W. Brown Mt. Vernon

Search #	Topic	PST
179	Info. to Aid in Writing Title I Math Program	J. Meeks Springfield
180	Handling Absenteeism - Secondary Level	R. Brink Springfield
181	Ability Grouping	R. Brink Springfield
182	Blind/Multiply Handicapped (1) Evaluation & Assessment (2) Curriculum (3) Career/Voc. Ed.	D. Brauer Springfield
183	State Education Agency Role	L. Patton IOE
184	Declining Enrollment - Curriculum Planning & Staff Utilization	D. Woods Chicago
185	Due Process for School Administrators	C. Armitage Champaign
186	Autistic Programs	J. Shaw Mt. Vernon
187	Physical Education Curriculum Materials for the Severely/Profoundly Retarded Child (NIMIS)	C. Smith Mt. Vernon
188	Cost Effectiveness of Data Collection in SEA (limited information)	B. Shanklin IOE
189	Library Skills--Teaching Materials (limited information)	W. Brown IOE Mt. Vernon

IOE COMPUTER SEARCH REQUESTS
FY 1977

1. Gene McNish, Writing of developmental learning objectives, K-12 for administrators.

2. Gene McNish, Recent trends in K-12 social studies curriculum.

3. Gene McNish, Metric-oriented math programs, K-8.

4. Gene McNish, Truancy prevention and alternative programs for truants (not dropouts). Grades 9-12.

5. Juanita Tripp, Women's activities in politics; also legislation regarding gains women have made in any area.

6. Juanita Tripp, Information on teaching the cerebral palsy child with speech handicaps, especially teaching breathing techniques and patterns.

7. Juanita Tripp, Self-care feeding skills for special education children.

8. Carol Reisinger, Any information on ititial teaching alphabet - no age group.

9. Carol Reisinger, Teacher evaluation - processes and procedures; for a school advisory committee looking into teacher ed. Not interested in higher ed.

10. Jackie Crain, Wants a teacher-presented, group test to (1) screen/diagnose children with learning disabilities and/or (2) screen children to find out how individual ones learn and determine if anyone has a weak or strong learning modality or style (visual, auditory, "sensory").

11. Ann Heelen, Master plans of colleges and universities which could be applied at lower levels (elementary and secondary).

12. Juanita Tripp, Wants high interest, low vocabulary teaching materials for 7th and 8th grade students in standard grammar and language usage.

13. Juanita Tripp, Up-to-date material on conducting a spelling bee with hopes of progressing toward developing a national spelling bee--no age limit.

14. Juanita Tripp, Information on alternate financing sources of public schools in Missouri.

15. Juanita Tripp, Information on reading comprehension in grades 3-7: games, activities, methods and materials; also study skills, cognitive and affective information, dictionary skills, etc. as related to comprehension.

16. Juanita Tripp, Problems concerning aging (food, housing, etc.)

17. Juanita Tripp, Unilateral hearing losses and educational implications. (Correlate.) Auditory or visual learning disabilities resulting from unilateral hearing losses. K-12.

18. Edith Helmich

19. Ann Heelen, Wants information on peer tutoring - any ed. level, but college, any subject.

20. Ann Heelen, What are the reasons that teachers pick out certain students as their favorities? (Possible: personality, physical appearance, name, abilities). No age level specified.

21. Ann Heelen, Environmental ed. courses - high school level - curriculum. (If not enough citations

22. Ann Heelen, How other states have identified exemplary school library media programs. Interested in component parts of programs, and what has made them good.

23. Ann Heelen, Diagnosis and programs for learning disabled, educationally deprived, culturally deprived, multiply handicapped, physically handicapped. Preschool and in-school.

24. Ann Heelen, Disadvantaged children - influence of parents and home environment. What things do parents do that keep them disadvantaged?

25. Ann Heelen, Interested in practical solutions to discipline problems; how to motivate positive behavior. (School district wants to develop inservice program on subject of discipline.) (K-12).

26. Anderson Springfield, Example of large urban school district desegregation.

27. Anderson Springfield, Wants plans developed by states to explain to LEA's how to handle consolidated planning (needs assessment, etc.) and funding for Title programs. (I & IV only). K-12.

28. Anderson Springfield, Information on equalization aid and average daily attendance formulas: how formulas are determined, how money is appropriated by legislatures, how the system is implemented.

29. Anderson Springfield, What has been said about state school fudning (for Illinois or states in general) for large LEA's; not state funding formulas but any peripheral information on funding including implementation of funding.

30. Anderson Springfield, What federal money is available to LEA's without going through the SEA? How do LEA's obtain this money? (wants anything for elementary or secondary schools)

31. Anderson Springfield, What interpersonal skills etc. are needed in negotiating grants/contents and their details like spending, routing funds between large LEA's and state offices of education?

32. Anderson Springfield, Information on state administration of Title I.

33. Anderson Springfield, Administrator/Management education/information for someone in an educational management position at the state level.

34. Juanita Tripp, Information (examples, evaluations) on single building day schools for behaviorally disordered (emotionally disturbed, socially maladjusted) children of both elementary and secondary school age.

35. Juanita Tripp, Tutoring the gifted.

36. Dorothy Woods, Research and effective programs in spelling for curriculum development.

37. Dorothy Woods, Research in penmanship programs (for curriculum development).

38. Dorothy Woods, Tools (checklists, guidelines, etc.) to help evaluate textbooks in social studies/language arts.

39. Dorothy Woods, Organized approaches to teaching social studies for curriculum development.

40. Edith Helmich, Information on organizing inservice for teachers on needs of special education students, especailly learning disabled. Basic training for regular class teachers dealing with special ed. students. K-8.

41. Juanita Tripp, Wants information on paraprofessional or parent help in school libraries. No age level.

42. Juanita Tripp, Can state education agencies (SEA's) bring about change in local classrooms as a result of inservice projects? Were the teachers benefited? Evaluations?

43. Ann Heelen, Wants materials and models for evaluating curriculum coordinators and staff. Coordinator may be teacher or someone brought in. Didn't have another nat. lang. word for this person.

44. Gil Ward, Any kind of tests for behavior management effectiveness? (not necessarily behavior modification - any kind of program at school to help parents with management of child at home). Perhaps like Parent Effectiveness Training (PET). Title IV funds. Preschool (4 years old) through Grade 5.

45. Gil Ward, Values clarification techniques are used by teachers in classroom to get students to think about their own values. Are these evaluative instruments that teachers could use with their students to judge how useful the techniques are? (Morals terms can be used as well as values.) K-12.

46. Celia Wesle, New and original methods of financing schools in rural areas. K-12 unit districts.

47. Lou Emge, Are there any tests to measure attudinal changes in elementary and jr. high school students (K-8)? Social attitudes and attitudes toward school.

48. Mary Ellen Martin, Would like any information on fly tying (as in fishing) for help in a course for senior citizens. Instructions on how to teach fly tying. (Artificial lure making or fly fishing are related areas.)

49. Charles Jay, Information for school administrators on ways that schools (elementary and secondary) and communities can deal with school vandalism.

50. Ann Heelen, The effect of class size on student attitude motivation and achievement in the primary grades.

51. Juanita Tripp, Interested in elementary school/junior high successful programs for preventing drop-outs and identifying potential drop-outs (sociometric analysis, lack of peer acceptance). How much are parents, community involved? What are the effects of the dropout program on dropout rate? (1974 on)

52. Gil Ward, Any information (pros and cons) of year-round schools.

53. Gil Ward, What must one go through to build a new school--preplanning information needed - construction, finance, etc.

54. Gil Ward, Information on school discipline - K-12 - in classroom.

55. Gil Ward, Any information on professional negotiation (PN) agreements - mostly on salaries of professional (teachers). Negotiations between administrators and teachers. Check school board relations also.

56. Jim Meeks, Wants instructional programs and materials on metrics. Elementary and secondary.

57. Ann Heelen, Information on handwriting teaching/activities/materials.

58.

59. Jim Meeks, Information of reading labs or clinics (grades 1-9) which diagnose and prescribe activities for remediation of students reading below grade level but who do not fit into Title I programs.

60. Cecelia Muckelroy, Wants information for school principal on activities learning approach to science curriculum in junior high and secondary schools.

61. Jeannie Vansickle, Wants information on alternative education programs for high school dropouts or potential dropouts.

62. Jere Shaw, Educational or Federal legislation on ESEA Title I.

63. Don Christ, Plans and programs in which several schools in an area cooperate to share instructional staff, so that students in each school have access to classes that their school alone couldn't support. May be for advanced level work, gifted students, but not limited to these. Most interested in 9-12, though elementary program could be pertinent.

64. Dorothy Woods, Any information dealing with community placement, vocational rehabilitation, and employment opportunities for severely physically

handicapped students. Also interested in competitiveness, reliability, assertion training, efficiency.

65. Harold Bookhout, Utilization of vacated school buildings, public and private, all levels.

66. Mont Davis, Community perceptions and attitudes toward Title IX of Ed. Amendments of 1972.

67. Ann Heelen, Illinois only: What does the state recommend and project/predict for future reading programs? Include policy, needs, planning, curriculum development, etc.

68. Ann Heelen, Job placement for severely handicapped students (trainable and educable) aged 15-21. Job market conditions and possibilities, placement programs, etc.

69. Ann Heelen, Anything to help in formulating a dropout prevention program, emphasizing the elementary level but continuing to higher grades. Interested in community role, parent role, teacher role - doesn't want to exclude other things, though. Not for people who have already dropped out.

70. Ken Brooks, Various grading/reporting methods at the elementary level.

71. Ken Brooks, Research on retention in elementary school.

72. Lou Emge, Physical education (secondary level) - grades 7-12. Interested in goals and educational objectives, not curriculum.

73.

74. Ann Heelen, Model programs that can correct behavior problems in the classroom.

75. Dorothy Woods, Approaches, techniques or programs that have been effective (or evaluated) in spelling (K-8).

76.

77. Sue Penn, Materials which would help motivate safer driving by motorists who fail to stop for a stopped school bus. Has checked other resources such as state police and found no current programs.

78. Harry Blackburn, Research on several specific topics relating to the viability of mini-classes or flexible scheduling: (1) optimum length of class period, (2) best time of day (morning or afternoon) for students to learn different academic subjects, (3) effects of interrupted classes on students' learning. (Grades 5-10)

79. Harry Blackburn, Research on the difference in effectiveness between massed and distributed practice in academic (not psychomotor) areas, for students aged 11-14.

80. Harry Blackburn, Information on the relationship between students' (aged 11-14, grades 5-10) attitudes toward school and their academic achievement.

81. Harry Blackburn, Research on differences between the ways boys and girls learn (sex differences) at about ages 11-14 (grades 5-10), including but not limited to attention span and learning style.

82. Dorothy Woods, Sex education, K-8, especially wants programs in use, evaluated, etc.

83. Juanita Tripp, Role self concept plays in academic performance of students, K-12.

84. Ann Heelen, Model programs for training children (K-12) who have been diagnosed as trainable mentally handicapped, educable mentally handicapped, emotionally disturbed and behaviorally disordered. Would like descriptions of programs (including but not limited to screening devices used for placement in the programs) and evaluations of programs.

85. Ann Heelen, Any types of cooperative efforts or joint agreements between different school districts, aimed at offering more classes or programs or services than the district could offer alone.

86. Linda Vass, Information on bilingual programs for Spanish-speaking children (K-6) which would help them improve their fluency in English. (Interested in establishing an Instructional Media Center to handle all subjects of which TESOL a part). Children are presently being taught in Spanish.

87. Dorothy Woods, Use of volunteers in a community to promote mental health among primary children 3 years to 2nd grade.

88. Dorothy Woods, Evaluation instruments and techniques for measuring mental health among primary children. (3 years to 2nd grade)

89. Dorothy Woods, Comprehensive P.E. program for primary children. (3 years to 2nd grade)

90. Lynne Ostfeld, Wants reports of programs for children with behavior disorders (behavior problems, emotionally disturbed) in schools, preschool, kindergarten, elementary, jr. high. Interested in classroom management, parents, therapeutic intervention. Also would like research reports on causes of behavior disorders.

91. Ken Brooks, What evaluation systems are being used to measure the writing programs/progress of grades 6-12. (Creative writing, research papers etc, not handwriting)

92. Linda Beckerman, Client has begun a program in which handicapped children in the 6th grade are integrated into regular classes ("mainstreaming"). Would like to know about: (1) other mainstreaming programs at approximately this grade level, and (2) research on "normal" children's attitudes toward the handicapped, whether they have been in classes with them or not. The

handicapped children this person is concerned with are not severely handicapped; primarily they have learning disabilities, emotional problems, possibly physical handicaps or some mental retardation.

93. Julie Triplett, How to use volunteers and how volunteers are being used in school systems? (K-8)

94. Gil Ward, How many school districts in Illinois wrote a fiscal budget that they knew exceeded income? (Deficit spending)

95. Julie Triplett, Any statistics, information on students taking an early graduation from high school (less than 4 years).

96. Edith Helmich, A 7th grade, recently racially integrated, is using Title 4C money for a team teaching approach using experential teaching methodology, i.e. the children get involved in the learning process (discovery learning, student directed classes). Affective approach emphasized, with multi-cultural, bicultural materials. Interdisciplinary approach to curriculum. What other programs are there like this one? Gr. 6-9.

97. Juanita Tripp, How determine teacher absence in last 10 years and how affects substitute costs.

98. What litigation is pending or currently going on in federal courts, pertaining to Title 9, Sex Discrimination in Physical Ed.

99. Wants program descriptions, evaluations and funding for low incidence handicapped students (any handicap). "Low incidence" means doesn't occur often - therefore probably severely handicapped.

100. Juanita Tripp, What is the optimum time a teacher should spend in a self-contained classroom? (hours per day)

101. Juanita Tripp, Peer counseling in grades 9-12 and how this fits in with responsibility education, low achievers, tutoring programs and skill training especially rural and disadvantaged.

102. Linda Vass, Bilingual programs for spanish speaking (K-6) on moral responsibility, moral education, moral development and values Classification.

103.

104. John Davis, Any information on "transition programs" easing kids into 1st grade after kindergarten.

105. Juanita Tripp, Peer reflections on the role of the media professional. (Instructional Media Centers)

106. Dorothy Woods, Teacher attitudes toward gifted students. Information on alternative learning experiences for gifted students. Self esteem, self concept of teachers and/or their gifted students.

107. Linda Davidson, Identify instruments to test student perception of value of learning experience. Secondary level but not necessary to limit.

108. Linda Davidson, Any information on using the computer to coordinate staff evaluation and development with curriculum evaluation and development.

109. Anderson Springfield, Wants information on needs assessment for compensatory education programs, including ESEA Titles I, IV and VI.

110. Linda Davidson, Names and inforamtion on tests of creative thinking. Especially interested in validity, reliability, etc. K-12.

111. Juanita Tripp, Curriculum evaluation - objective methods. Models, K-12.

112. Juanita Tripp, Behavior management of the visually/aurally handicapped; K-12: not blind and deaf.

113. Juanita Tripp, Principal dismissal, legal implications.

116 ~~114~~. Juanita Tripp, How can guidance programs be developed for Grades 6-8? (middle school)

117 ~~115~~. Ann Heelen, Information on intervention programs for infants aged 0-3.

118 ~~116~~. Ann Heelen, Any information about infants.

119 ~~117~~. Juanita Tripp, Wants to know effective methods of evaluating curriculum models. K-12.

114 ~~118~~. Juanita Tripp, Audio/visual and behavior management of children.

115 ~~119.~~

120. Juanita Tripp, How is plan therapy used with the emotionally disturbed or mentally handicapped child ages 3-18? How extensively used, by whom, where? 1972-present.

121. Juanita Tripp, Current pay, status, legislation, role, objectives of subject matter specialist in state agencies.

122. Juanita Tripp, Teaching of library skills, K-12. Grade level skills, handbooks, guides, bibs, etc.

123. Linda Beckerman, Wants curriculum guides, secondary level, in these areas: Home Ed, English, Science, Math, Social Studies, Business, Health, Industrial Arts.

124. Linda Beckerman, Trainable mentally handicapped, secondary level.

125. Linda Beckerman, Doing study on attitudes toward and preparation for jobs and how attitudes are affected by their education or other factors.

126. Bill Callahan, Achievement tests have shown class'es average low in math computation. Wants information on ways to improve teaching of math fundamentals. 4th - 8th grade.

127. John Davis, Needs information to help write proposal for money to create facilitator's office in Illinois to spread word concerning nationally validated programs K-12.

128. Celia Wesle, School finance - any information on alternatives to property taxes to finance schools, K-12.

129. Harold Bookhout, District is writing proposal. Wants examples of strategies in determining cost effectiveness.

130.

131. Celia Wesle, Methods of combatting absenteeism in junior high school (7th, 8th and possibly 9th grades).

132. Ann Heelen, What is the effect of TV violence on children? (any age)

133. Virginia Giddens, Advantages and disadvantages of unit districting or K-12 school organization (as opposed to dual districting).

134.

135. Ann Heelen, What is the effect of TV violence on children? (any age)

136. Juanita Tripp, How to train teachers to use AV and other instructional materials with exceptional (handicapped) child?

137. Bill Lohman, Student representatives on local school boards.

138. Bill Lohman

139.

140. Bill Callahan, Evaluation or ID of gifted.

141. Edith Helmich, What happens to autistic children when they grow up. (Prognosis)

142. Juanita Tripp, Instruments, techniques, programs to screen children aged 2 1/2 - 5 for special education placement in schools. Screening should focus on skills in these areas: expressive and receptive language, fine and gross motor, memory skills.

XXX. science, geography, for 13-year-old educationally disadvantaged kids who have any of the following handicaps: hearing prob., vision problem, hyperactivi
[illegible]

143. Juanita Tripp, Curriculum guides or programs that include progressive steps or behavioral objectives in the following areas: math, grammar,

144. Juanita Tripp, Information on cooperative programs as structures/delivery systems for special ed., K-12. Specifically interested in organization, administration, funding and relationship between the nandicap incidence rate in a

145. Juanita Tripp, Tests dealing with auditory discrimination of vowel sounds (no age specified).

146. Cecelia Muckelroy, Art activities particularly art curriculum in elementary education.

147. John Davis, School District Autonomy.

148. Bob Munday, Discipline in junior high.

149. Cecelia Muckelroy, Administrator - teacher problem solving and decision making.

150. Lou Emge, Curriculum ideas for health education in junior high school.

151.

152.

153. Wants information on instructional materials and teaching techniques for gifted students K-6, emphasizing levels of thinking (cognitive development). Jim Meeks

154. Jim Meeks, Gifted underachievers at kindergarten level - how to identify and what can we do with them?

155. Jean Muckelroy, What alternatives or innovative ideas are there for teaching special ed or learning disabilities children in the public schools, Grades 9-12?

156. Willadene Brown, Money is getting harder to get for school districts. Need to know about new ways of budgeting for alternative or innovative programs.

157.

158. Cheryl Millar, Wants copy of step-by-step curriculum search, #143.

159. Edith Helmich, Wants bibliography of early childhood screening tests. (Any children suspected of having an educational problem) Age 2 or 3 to 6 or 7.

160. Jean Muckelroy, Wants xerox of search #144 on special ed coops.

161.

162.

163. Linda Vass, How to screen special ed children in early childhood education.

164.

165.

166. Don Gideon, Material to use in inservice programs to help teachers learn to develop their own career education curriculum, K-8.

167. Edith Helmich, Wants information on resource rooms for gifted, Jr. High, High School. Models? Organization, development, curriculum?

168.

169. Juanita Tripp, Effects of supervision of teachers on student academic achievement. K-8.

170.

171.

172. Allan Jones, Efficient designs for high school labs.

173.

174. Conan Smith, Methods that can be used by an ordinary P.E. teacher to test cardiovascular and muscle development.

175. Cheryl Millar, EPDA (or) EDPA done at Workshop on 2/17/77.

176.

177.

178. Frank Gruber, Information on substitute teachers. salaries, selection.

179. Linda Tayler, Change in imaginary characters of preschool children as a result of mother's pregnancy.

APPENDIX N

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

LISTING OF EMIS PUBLICATIONS
1974/5

Distributed by:

Department for Exceptional Children
Educational Media and Information Service
1020 South Spring Street
Springfield, Illinois
62076

ALTERNATIVES IN PROGRAM DEVELOPMENT FOR EXCEPTIONAL CHILDREN (L.D.)

ANNOTATED BIBLIOGRAPHY FOR JUNIOR AND SENIOR HIGH EDUCABLE MENTALLY HANDICAPPED CLASSES: ARTIHMETIC

ANNOTATED BIBLIOGRAPHY FOR JUNIOR AND SENIOR HIGH EDUCABLE MENTALLY HANDICAPPED CLASSES: DRIVER EDUCATION

ANNOTATED BIBLIOGRAPHY FOR JUNIOR AND SENIOR HIGH EDUCABLE MENTALLY HANDICAPPED CLASSES: HEALTH

ANNOTATED BIBLIOGRAPHY FOR JUNIOR AND SENIOR HIGH EDUCABLE MENTALLY HANDICAPPED CLASSES: READING & ENGLISH

ANNOTATED BIBLIOGRAPHY FOR JUNIOR AND SENIOR HIGH EDUCABLE MENTALLY HANDICAPPED CLASSES: READING FOR ADULTS

ANNOTATED BIBLIOGRAPHY FOR JUNIOR AND SENIOR HIGH EDUCABLE MENTALLY HANDICAPPED CLASSES: SOCIAL GROWTH

ARITHMETIC REFERENCE AND TEACHING AIDS

ART FOR THE EXCEPTIONAL CHILD A BIBLIOGRAPHY

AUTISM: A SCRIPT

BEHAVIOR DISORDERS

A BIBLIOGRAPHY OF LITERATURE PERTAINING TO THE TRAINABLE MENTALLY HANDICAPPED

A BIBLIOGRAPHY ON PRE-SCHOOL FOR HANDICAPPED CHILDREN

CHARACTERISTICS OF THE CHILD WITH LEARNING DISABILITIES

A COST ANALYSIS SELECTED PUBLIC SCHOOL SPECIAL EDUCATION SYSTEMS IN ILLINOIS

CURRICULUM GUIDES FOR SPECIAL EDUCATION

A DEVELOPMENTAL APPROACH TO TEACHING AUTISTIC CHILDREN

DEVELOPMENTAL KINDERGARTEN CLASSES OF THE WAUKEGAN UNIT SCHOOL DISTRICT 60

DIRECTORY OF AGENCIES WHO WORK WITH AUTISTIC CHILDREN IN THE STATE OF ILLINOIS

EARLY CHILDHOOD EDUCATION FOR DIVERSELY HANDICAPPED CHILDREN

EVALUATION BIBLIOGRAPHY PARENT CHILD DECISION MAKERS TADSCRIPT #2

EXPRESSIVE ORAL LANGUAGE LESSON PLANS FOR THE TRAINABLE MENTALLY RETARDED

FAMILY LIFE AND MONEY MANAGEMENT

A GUIDE FOR PARENTS OF CHILDREN RECEIVING SPECIAL EDUCATION

GUIDE FOR PARENTS OF PRESCHOOL VISUALLY HANDICAPPED CHILDREN

GUIDELINES FOR SPEECH AND LANGUAGE IMPAIRED

HANDBOOK OF ACTIVITIES TO USE BASED ON THE I.T.P.A. MODEL

INSTRUCTIONAL MATERIALS CENTER SERVICES FOR THE VISUALLY HANDICAPPED (WITH BRAILLE ALPHABET)

INSTRUCTIONAL MATERIALS FOR CHILDREN WITH LEARNING DISABILITIES

INSTRUCTIONAL MATERIALS SUITABLE FOR EMOTIONALLY DISTURBED AND/OR SOCIALLY MALADJUSTED CHILDREN

INTERIM GUIDELINES FOR 3 OR 4 YEAR OLDS SPEECH AND LANGUAGE

LANGUAGE ARTS AND THE MENTALLY RETARDED

LEARNING DISABILITIES A FIRST READING LIST

MAINSTREAMING THE VISUALLY HANDICAPPED CHILD

MAKE YOUR OWN (MEDIA)

MANUAL FOR THE DEVELOPMENT OF SELF-HELP SKILLS IN MULTIPLE HANDICAPPED CHILDREN

MEDIA FOR THE CLASSROOM TEACHER

A MI-NIS-CU-LATING PROFILE OF WECHSLERIAN EPISODE

MOBILITY TRAINING FOR THE VISUALLY HANDICAPPED

MOTOR PERCEPTUAL TRAINING ACTIVITIES REPORT

MOTOR TRAINING HANDBOOK

MUSIC FOR SPECIAL CHILDREN

ORIENTATION AND MOBILITY FOR THE VISUALLY HANDICAPPED: A GUIDE FOR PARENTS

EXPRESSIVE ORAL LANGUAGE LESSON PLANS FOR THE TRAINABLE MENTALLY RETARDED

FAMILY LIFE AND MONEY MANAGEMENT

A GUIDE FOR PARENTS OF CHILDREN RECEIVING SPECIAL EDUCATION

GUIDE FOR PARENTS OF PRESCHOOL VISUALLY HANDICAPPED CHILDREN

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ORIENTATION AND MOBILITY FOR THE VISUALLY HANDICAPPED: A GUIDE FOR PARENTS

PARENT CONFERENCE GUIDELINES

PARENT INFORMATION HANDBOOK ON WAUKEGAN EARLY EVALUATION PROGRAM WEEP

PHYSICAL EDUCATION AND RECREATION

PHYSICAL EDUCATION FOR THE HANDICAPPED A BIBLIOGRAPHY

PRESCHOOL LEARNING ACTIVITIES FOR THE VISUALLY IMPAIRED

THE PRESCHOOL MULTIPLY HANDICAPPED A SELECTED BIBLIOGRAPHY

PSYCHOEDUCATIONAL DIAGNOSIS: A DERIVATIVE OF CLASSROOM BEHAVIOR

QUESTIONS ASKED BY PARENTS OF VISUALLY HANDICAPPED CHILDREN: A GUIDE FOR PHYSICIANS

READING ACHIEVEMENTS AND THE MENTALLY RETARDED

REFERENCE HANDBOOK OF MATERIALS AND AIDS FOR CHILDREN WITH SPECIAL NEEDS

RESOURCE FOR INFORMATION AND ASSISTANCE IN CONDUCTING A SECONDARY WORK STUDY PROGRAM

SELECTED PUBLICATIONS AND FILMS APPLICABLE TO DEVELOPING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED

SOME THINGS OBSERVED IN CHILDREN AT THE KINDERGARTEN LEVEL WHICH MAY INDICATE PERCEPTUAL LEARNING PROBLEMS

SPECIFIC STRATEGIES AND INTERVENTION IN CLASSROOM DISCIPLINE

A STEP FORWARD (VOCATIONAL)

STUDY GUIDE FOR WHY BILLY COULDN'T LEARN

SUBSTITUTE TEACHER SURVIVAL KIT

SUBTESTS OF EVALUATIVE INSTRUMENTS APPLICABLE FOR USE WITH PRESCHOOL VISUALLY HANDICAPPED CHILDREN (BY BULLARD AND BARRAGA)

TOYS FOR EARLY DEVELOPMENT OF THE YOUNG BLIND CHILD

THE TRANSFER OF COGNITION AND ATTITUDE OF DEAF AND APHASIC CHILDREN THROUGH ART

VISION SCREENING GUIDE

VOCATIONAL PREPARATION BIBLIOGRAPHY AND MATERIALS

VOCATIONAL PREPARATION BIBLIOGRAPHY AND MATERIALS - MATHMETICS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 15, 1977

SEP 19 REC'D

Dr. Gloria Calovini, Director
Learning Resource Center
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Dear Gloria:

Thank you for the copy of the Illinois Interim Resource Manual for Preparing Individualized Education Programs. My attention was drawn to the section on Special Media and Materials which was more definitive than our own regulations. I suspect that your ALRC had a hand in this and I am encouraged by this development.

With best wishes.

Sincerely,

Elwood L. Bland, Chief
Learning Resources Branch
Bureau of Education for the
Handicapped

The Lighthouse For The Blind, Incorporated
2501 South Plum Street • P.O. Box C-14119 • Seattle, Washington 98114 • (206) 322-4200
REHABILITATION SERVICES CENTER
Working to benefit the blind since 1918
Rudolph Elmer • *Executive Director*

April 28, 1976

RECEIVED
MAY 3 REC'D
OFFICE PUBLIC INSTRUCTION

Mr. James T. Meeks
Educational Specialist
Illinois Office of Education
Springfield, Illinois

Dear Mr. Meeks:

We recently received your Manual for Educating Visually-Impaired Students and the Preschool Learning Activities for the Visually Impaired.

We'd like to thank you for your co-operation and immediate response, and to invite you to write us if you have any questions or need any information.

Very truly yours,

THE LIGHTHOUSE FOR THE BLIND, INC.

Daryl J. Konrad

Ms. Daryl J. Konrad
Educational Supervisor

DJK:mjr

ROYAL MAID
SKILCRAFT. HANDCREST
An Equal Opportunity Employer
Quality blind-made products

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PARENTS AND CHILDREN TOGETHER
235 BEECH DRIVE
GLENVIEW, ILLINOIS 60025

Avoca School District No. 37
The Evening School of the New Trier Township High Schools
312/724-4060

April 26, 1976

Ms. Shirley Harris
Illinois Office of Education
100 North First Street
Springfield, IL 62777

Dear Shirley:

"Just a small note to let you know" that I received the TEACHER-MADE MATERIALS book.

Thank you!! It's wonderful!!

Sincerely,

Susan

Susan M. Eisele
Director, PACT Center

SME:bb

TITLE VI, CHILD FIND

2018 W. Cimarron
Peoria, Illinois 61614
692-3312

Mr. Bille G. Beeney
Assistant Director
Mid Central Association

Dr. Harold Berjohn
Director
Mid Central Association

February 3, 1976

The Instructional Materials Center of the Department of Exceptional Children
Superintendent of Public Instruction
100 N. First St.
Springfield, Ill 62706

Dear Sirs:

Please sent me 20 copies of, "Pots & Pans: Activities for Parent and Child". I am a Parent Infant Educator for Child Find Team and this booklet would be a great help.

Thank you.

Sincerely,

Betsy Breen

Betsy Breen, P.I.E.
Child Find Team
Title VI
2018 W. Cimarron
Peoria, Ill

521 Hamilton Hall
Normal, Illinois
February 4, 1976

Department for Exceptional Children
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Gentlemen:

I work with handicapped children in a school setting. After viewing a listing of your publications, I would be very interested in receiving copies of the following:

Behavior Disorders: Some suggestions for Classroom Teachers;
A Bibliography on Pre-school for Handicapped Children;
Compilation of Perceptual Motor Activities To Aid In The Development of the Orthopedically Handicapped;
Early Childhood Ed. For Diversely Handicapped Children;
Make Your Own(Media);
Manual For The Development of Self-Help Skills In Multiple Handicapped Children;
Media For The Classroom Teacher;
Motor Training Handbook;
Music For Special Children;
Physical Education and Recreation;
Pots and Pans Activities For Parent and Child;
Reference Handbook Of Materials And Aids For Children With Special Needs;
Specific Strategies and Interventions In Classroom Discipline;
Substitute Teacher Survival Kit;
Resource Centers; Some Ideas;
Curriculum Guides For Special Education.

Thank you for your cooperation.

Sincerely,
Joyce Nielsen
Joyce Nielsen

Sh.

Community Unit School District No. 1

Serving the Communities of Elliott, Foosland, Gibson City, Illinois

JAMES McCLARD, Principal
Gibson City Junior High School
216 E. 16th St.
GIBSON CITY, ILLINOIS 60936
Phone 217-784-5642

Dr. Donald Larson
~~WARREN E. PAGE~~
Superintendent

January 29,1976

Shirley A. Harris
Department for Exceptional Children
100 North First Street
Springfield, Illinois 62706

Dear Mrs. Harris:

Your package arrived this week and I want to thank you for taking the time to assemble all of it for the second time. I haven't had the time to thoroughly go through it yet but at first glance it looks like a wealth of valuable material. Thank you again.

Very truly yours,

Margaret Smith

Margaret Smith, Director
Gibson City Middle School Media Center

MEMBERS, BOARD OF EDUCATION---Robert E. Jones, President; Karen Rhodes, Secretary; Wayne Birky, Norma Walsh, Robert Gregerson, Darrell Jordan, Richard Young and Willard Shields

Community Unit School District Number Two
Speech and Hearing Department
Mattoon, Illinois 61938

Mr. Raymond H. Lane
Superintendent
2601 Walnut Avenue
Ph. 235-5446

Mrs. Shirley Mintun
Supervisor
1400 Piatt Avenue
Ph. 235-0346

January 8, 1976

Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Dear Sirs:

Four area speech therapists are presenting a program for the Eastern Illinois Speech and Hearing Association on Preschool Speech and Language Therapy on January 23, 1976. Some of those presenting the program had received a copy of Early Childhood Education for Diversely Handicapped Children during a workshop course this past summer.

Would it be possible for this group to have 36-40 copies of this handbook for distribution among the membership. Those of us who have had access to the book find it a valuable resource. The membership consists mostly of public school therapists.

We would need the copies by the January 23 date if possible. They can be mailed to the above address - attention Phyllis Strong. Thank you for your consideration.

Sincerely,

Phyllis Strong

(Mrs.) Phyllis Strong
Secretary - Treasurer
E.C.I.S.H.A.

SH

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Date: March 15, 1976

MEMORANDUM

TO: L.E.A. Services Manager, Program Planning and Development Team, Program Services Teams (Chicago, Springfield, DeKalb, Urbana, Mt. Vernon), N.I.E. Project Director, and MARC Coordinator

FROM: Shirley Harris, Specialized Educational Services, Materials Development and Dissemination Section

SUBJECT: Information Dissemination - Please Distribute

As information disseminator to the thirteen (13) Low-incidence Regional Programs in Illinois, many items of information, articles, documents, etc, have been sent the REMIS educational technologists that may also be relevant to your work. For your perusal and information, I am therefore enclosing copies of the memo's which list materials sent for the last six months. If you wish more information on any item or want to receive the memo's from January 1, 1975, to August 1975, they are available upon request. Article collections with bibliographies on the following subjects have also been completed.

1) Mainstreaming
2) Affective Education
3) Classroom Management
4) Severe/Profound Retardation
5) Sex Education for the Mentally Retarded and Visually Impaired
6) Teacher Centers

The educational technologists in the regional centers have these collections also. You may wish to contact them for a specific article or item if its more convenient. (Ed. Tech. list enclosed)

The stimulation and development of teacher centers is one of the priorities written into the ALRC #7 federal grant. Materials are now being developed for dissemination to the REMIS programs about teacher centers. If you hear of centers, not on the enclosed list, or know of districts trying to establish a center, I would appreciate a call. 217/782-2436

Enclosures: Memo's
Ed Tech List
Teacher Centers in Illinois

IOE 51-19 (1/75)

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education
100 North First Street
Springfield, Illinois 62777

regional offices:
188 West Randolph
Chicago, Illinois 60601

2413 Broadway
Mt. Vernon, Illinois 62864

December 1, 1975

MEMORANDUM

TO: EDUCATIONAL TECHNOLOGISTS

FROM: SHIRLEY HARRIS AND JIM MEEKS

SUBJECT: NEWS NOTES FROM ALRC # 7

NEWS NOTES IS BEING SENT TO PROVIDE YOU WITH CURRENT INFORMATION ABOUT THE ALRC PROJECT, MEDIA, MATERIALS AND TECHNOLOGY.

General Information:

Media and Resource Center (MaRC) Services.
Tests: - are available for three weeks loan from MaRC. Check your directory for titles and annotation.
Books: Professional Special Education Materials (correct title requests) are available upon request to Jim or Shirley.
Films: for professional use are available for loan by writing MaRC- IOE 100 North First Street, Springfield, Ill. 62777. Attn: Eileen Marvel, Phone 217/782-0757.
Eric Materials: Abstracts or copies of documents are available through Jim and Shirley on a limited basis.
Journals: Copies of articles are also available by contacting Jim and Shirley.
New Publications: " A Curriculum Guide for the Development of Body and Sensory Awareness for the Visually Impaired" is now available. A copy will be mailed to you.

Changes on Educational Technologist list:
Larry Small's current phone number - 312/362-4184.
Jimmie and Rachel have moved their office back to the Mid-Central Association office- 3202 N. Wisconsin, Peoria, Ill. Phone: 309/672-6716.

Steve Floyd is a new staff member at ERA- Joliet working with Gary Morrison.

Calendar of events:

Dec. 5 - Ed tech meeting Dec. 5 - Springfield
Dec. 5 - Low Incident Project Directors Meeting - Dec. 5, Springfield.
Dec. 2,3,4 Early Childhood Education - Title III, Belleville, Ill., Ramada Inn.
Dec. 8 - NIU- DeKalb - New Jersey - Adapted P.E.
Program for Handicapped Children K-12
Registration fee $10.00 to Shirley Menendez, Director
Project MEDIA
Meridian Com. Unit District # 101
415 N. Blanche Avenue
Mounds, Ill. 62964

Dec. 4,5,6 - Central Illinois Gifted Conference - Holiday Inn, Decatur, Ill.
Contact Gary Hoffman, Coordinator of Gifted - 217/782-7830.

Update from Cheri: "I will begin preparing an informal needs assessment to determine the priorities for developing inservice training packages. Money has become available to purchase new inservice kits and to replace missing parts of incomplete kits."

Update from Nancy: " All requests for SO_4 materials should be made to me. A list of available materials was given to you at the August Ed Tech meeting." " The cost per request is not yet definite."

Update from Louise: " The final version of the Handbook on Career Development for Children with Special Needs: Grades K-6 is due to be published by IOE in the spring and used at the two model demonstration sites. Mini-workshops update will be presented at the next meeting."

Update from Jackie: "The Early Childhood Workshop will be March 12 at Joliet Junior College. A committee has been formed to plan for the severe/profound workshop. That committee meets Dec. 9."

Update from Jim: " I visited ERA and met with Gary and Steve who have completed a video/tape dealing with ERA services and child-find activities. They have agreed to share this with you at the next meeting, time permitting. I have been working on the statewide conference for Orthopedics 76 which will be conducted on March 26 at the Pick Congress Hotel, Chicago. NCEMMH will be contacted to find out what is happening statewide with ALRC."

Update from Shirley: "I visited teachers' centers in Arlington Heights, DesPlaines and Belleville in November and have met with several people in Sangamon County to explore the possibilities of a center here. Rene and I met with the Special Ed. director in Jacksonville to discuss the same. Requests to twenty newsletters have been made for the Ed Techs to receive publications. A package of articles is nearly ready to mail."

Update from Margaret: " I hope everyone will have sent in his contractual Statement for the $1100 that has been spent. Although we do not need receipts, we need itemization of expenditures with dates of purchase to insure that services and materials were purchased within the time allowed."

Update from Gloria: "The meta-evaluation report is being sent under separate cover. It will be an addendum to the SRL Project Evaluation. Dr. Bill Tilley has been named Assistant Superintendent of the Department for Exceptional Children. He will assume his duties on January 1, 1976."

SPECIAL EDUCATION - MEDIA AND MATERIALS INFORMATION

Preschool Kit: Early Childhood Program

Preschool Kit contains a manual entitled "Performance Objectivesfor Preschool Children" and a set of 910 cards in file box entitled "Curriculum Cards for Preschool Children". Performance objectives are outlined for the child 0-6 in the areas of cognition, speech and language, social skills, self-care skills, gross motor and fine motor skills, pre-reading skills, auditory discrimination, auditory memory, visual discrimination, visual memory and beginning sounds for the 5-6 year old. The curriculum cards are cross referenced to the performance objectives and include techniques for teaching the objective, materials needed and a measurement technique to determine if the child has achieved the skill. Producer: Delta School I.S.D., 810 North Lincoln Road, Escanaba, Michigan 49829, Cost: $35.00 per kit, Copyright: 1974.

Ideas for Families is a periodical published by the Lexington School for the Deaf which "talks about families, about deaf children, about living and learning at home and in school". It gives practical suggestions for helping hearing-impaired children grow to be independent in a hearing world. An annual subscription of six issues is $2.00 and can be obtained by writing to: Ideas for Families, Lexington School for the Deaf, 30th Avenue and 75th Street, Jackson Heights, New York 11370.

*Parent-Child Communication: A Mediated Program Designed to Facilitate Communication Between Parents and their Deaf Children. Originator: The Northeast Media Center for the Deaf. Format: Forty-five overhead transparancies and a facilitative manual with bibliography. This material is designed to stimulate discussion and interaction and to facilitate specific parent behavior. The manual is a guide to the transparancies and states the objectives, readings, strategies, sequence of activities and check list for evaluation of the material. Source: The National Audio Visual Center, Sales Order k, GSA, Washington, D.C. 20409. Order Number: 009322. Cost: $30.00.

*Up the Dressing Ladder: Steps to Independence. Originator: SEIMC, City University of New York, Hunter College, Format: Twenty-six minute, 3/4 inch video cassette, instructors guide and parent take home booklet. Source: The National Audio Visual Center, Sales Order Desk, GSA, Washington, D.C. 20409. Order Number: 007295. Cost: $57.50.

Newspaper In the Classroom Program. For information about using newspapers in the classroom with your special children, call or write the curriculum consultants at either newspaper, Chicago Sun-Times/Daily News, School Services, 401 North Wabash, Chicago, Illinois 60611. Phone: (312) 321-2747 or (312) 2778. Free Supplementary materials are available with a subscription to either of these newspapers delivered to your classroom.

Anybody's Child is a film in two parts, each 24 minutes long on specific language disabilities. Part One looks at what is known about children with the disability. Part Two tackles remediation and looks at tests and teaching programs to aid these children. Audience; Teachers and Parents. Cost: $410. To order or preview write the producer: The Moving Picture Co., P.O. Box 263, Oregon City, Oregon 97045.

1975 Directory for Special Children: A national listing of facilities and services for the handicapped. For parents and professionals. Write to American Association of Special Educators 107-20 125th Street, Richmond Hill, New York 11413, $5.00.

*Listed in September, 1975 issue of APPROPOS, a publication of the National Center c Educational Media and Materials for the Handicapped (NCEMMH), 220 West 12th A. .nue, Columbus, Ohio 43210.

Elementary Teachers Guide to Free Curriculum Materials, a cyclopedic, professional, yearly service brings you complete, up-to-date, organized and systematized information on free educational aids, no valuable time lost in endless research or hunting for fugitive materials. To order write: Educators Progress Service, Inc., Randolph, Wisconsin 53956. $10.75 per copy.

Learning Disabilities: Last Lectures of Newell C. Kephart, edited by Wineva Grzynkowicz and Martha Kephart is a 231 page paperback, a collection of Dr. Kephart's last lectures concerning developmental learning and neurological analogies as well as methods and techniques for working with learning disabled children. Cost $8.50 postpaid. Two tape cassettes have been prepared and are available at $7.50 each. Each tape is accompanied by several illustrative figures. Tape 1, "Reading Process", Tape 2, "Kinesthetic Awareness". Tapes or book may be ordered from Glen Haven Achievement Center, P.O. Box 1973, Fort Collins, Colorada 80522.

A Teacher's Guide to Sex Education for Persons with Learning Disabilities by Winifred Kempton, covers subject matter and teaching techniques and lists 14 pages of resource materials. Write to Duxbury Press, Wadsworth Publishing Co., Inc., 10 Davis Drive, Belmont, California 92004 - 1975, 162 pages @$4.95.

Reintegrating Mentally Retarded People Into the Community: A 23 page annotated bibliography of print and audiovisual information and training materials is available at no cost while supply lasts. Direct requests to Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Arithmetic Discoveries, 1973, 113 pages. Reviews borrowing and carrying. Extends concepts of addition and subtraction through 1000. Teacher's Edition. Suitable for upper elementary or junior high. Student $1.50 - teacher $1.75. Write to: Instructional Materials Development Center, Winston-Salem/Forsyth County Schools, P.O. Box 2513, Winston-Salem, North Carolina 27102

Crossword Puzzle Book, 1971, 41 pages. Two series of puzzles, (12 and 14 puzzles each) at two levels of difficulty. Master word list for all puzzles. Student Edition is "double-size" allowing extra space for writing. Illustrated, may be colored in by students. Suitable for intermediate and secondary students. Write to: Instructional Materials Development Center, Winston-Salem/Forsyth County Schools, P.O. Box 2513, Winston-Salem, North Carolina 27102 Student $2.00 - Teacher $1.00.

Touch and Tell Alphabet, 1971. Set of plastic alphabet sheets. Capital and small letter on each sheet, raised. Teacher's Guide includes suggested objectives, uses, related activities. Suitable for any students learning alphabet, phonics. Useful for brain-injured, visually handicapped. Set $1.50. Write to: Instructional Materials Development Center, Winston-Salem/Forsyth County Schools, P.O. Box 2513, Winston-Salem, North Carolina 27102.

Terrific Traffic Game, 1973. A driver education game. Includes a playing board, 35 chance cards, 6 player markers, and a Teacher's Guide. Designed for junior and senior high school students. Set $2.50. Write to: Instructional Materials Development Center, Winston-Salem/Forsyth County Schools, P.O. Box 2513, Winston-Salem, North Carolina 27102.

Super Paper, 1975. A basic writing paper, developed for the few who cannot cope with commercially available writing paper. Its outstanding features are 1) the writing space is clearly defined by color bars, and 2) the paper is sufficiently heavy that it is more managable for children with uncontrolled hand movements. *Set (Teacher's Guide and 100 sheets) $2.50, (extra 100 sheets) $1.50. Write to:Instructional Materials Development Center, Winston-Salem/Forsyth County Schools, P.O. Box 2513, Winston-Salem, North Carolina 27102.

*Sturdy Paper

**Ultra Heavy Paper available.	(Teacher's Guide and 100 sheets)	$3.00
	(Extra 100 sheets)	$2.00

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

100 North First Street
Springfield, Illinois 62777

regional offices:

188 West Randolph
Chicago, Illinois 60601

2413 Broadway
Mt. Vernon, Illinois 62864

September 4, 1975

MEMORANDUM

TO: Educational Technologists

FROM: Shirley Harris

SUBJECT: Recent Survey of Needs

Dear Educational Technologists:

The following list is a 1975 response from teachers in a large central Illinois school district that prioritized their wishes and reflected their needs. I thought it might be helpful to you in planning your own activities.

Response from Elementary Teachers

We would like help:

1) Developing classroom learning centers and how to use them in reading, math, ecology, etc.
2) Learning to use media and materials
3) Making games for specific teaching needs
4) By having a supply of laminated games, puzzles, ditto sheets, and current books to check out
5) Learning to make displays
6) Finding consultants to assist in the classroom
7) Making individualized activity cards for specific objectives.
8) By having workshops for specific grade levels in teaching techniques and skills
9) Making teaching aids for specific concepts
10) Setting up idea centers for teacher idea exchange
11) By receiving monthly notices of district activities, workshops and new materials
12) Obtaining ideas for individual students
13) Learning about ways to individualize teaching
14) Learning about commercial materials
15) Learning how to organize a classroom

Response from Secondary Teachers

1) Making activities for the gifted
2) Planning activities for students in music

3) Preparing visual aids for the classroom
4) Making materials to individualize
5) Developing a center to learn about materials
6) Developing materials to motivate and challenge the gifted
7) Making math games

A teachers' center in each school district could provide such services for teachers. Please contact me if anyone in your region expresses a need for assistance in establishing a teacher center.

P.S. Please correct the current (September 1975) educational technologist list by changing Larry Small's telephone number to 312/362-4184. Also, I have ordered a subscription of APROPOS for each of you. This is an occasional publication from the National Center on Media and Materials for the Handicapped (NCEMMH).

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education
100 North First Street
Springfield, Illinois 62777

regional offices:

188 West Randolph
Chicago, Illinois 60601

2413 Broadway
Mt. Vernon, Illinois 62864

March 1, 1976

MEMORANDUM

TO: Educational Technologist

FROM: Shirley Harris

SUBJECT: Information on Media and Materials for the Handicapped

The following articles, documents and information about media and materials for the handicapped is enclosed for the purpose of dissemination to your regions. Please advise me of your needs for IOE Documents, reports, etc.

1. ACCENT ON INFORMATION, P.O. Box 700, Bloomington, Illinois 61701
2. READING ACHIEVEMENT AND THE MENTALLY RETARDED, IOE.
3. TEACHING LANGUAGE TO AUTISTIC CHILDREN, IOE.
4. STEPS TO INDEPENDENCE, A Skills Training Series for Children with Special Needs, Research Press, Box 317791, Champaign, Illinois 61820.
5. CAMP ALGONQUIN'S HISTORY AND PROGRAM, by James G. Doran, Director, Learning Disabilities Reading Camp, Camp Algonquin, R.R. #3, Rhinelander, Wisconsin 54501.
6. TOUCH OF NATURE, HANDICAPPED PROGRAM, 1976, Southern Illinois University at Carbondale, Environmental Center.
7. EVERYDAY ART PROJECTS SUPPLEMENT, Called PLUS 1, Peterson & McCarty, authors and Publishers, 2805 N. Easton Place, Peoria, Ill. 61604.
8. DETECTION OF LEARNING DISABILITIES, A Guide for the Classroom Teacher, Dr. Freeman, Child Development Center, Pensacola, Florida, 32501.
9. EDUCATIONAL SERVICE REGION COOK COUNTY, 33 West Grand Avenue, Chicago, Illinois 60610 , Chicago Regional Program - REMIS In-Service Programs.
10. REQUIRED PROGRESS REPORTS FOR CHILDREN SERVED IN NONPUBLIC FACILIITES, Under section 14-7.02 of the School Code of Illinois. IOE.
11. A MANUAL FOR THE DEVELOPMENT OF SELF-HELP SKILLS IN MULTIPLE HANDICAPPED CHILDREN, IOE.

12. LEARNING DISABILITIES CHECKLIST, Copyright 1975, Contra Costa West Chapter P. O. Box 515, San Pablo, California 94806.

13. IF THEY SAY YOUR CHILD CAN'T LEARN, By Arlene Silberman.

14. LIST OF ENVIRONMENTAL MATERIALS, THEIR PRICE, AND ADDRESS FROM WHERE TO PURCHASE.

15. FILM BIBLIOGRAPHY FOR EARLY INTERVENTION (0-3), Prepared by Replication of an Interdisciplinary Approach to Early Education for Handicapped Children Ages, 0-3, C. , 1976 0-3 Replication.

16. FOUR STEPS TO WRITING AN LRC PLAN, The Northwest Regional Area Learning Resource Center is located at the University of Oregon and is a member of a nationwide system of Area Learning Resource Centers.

17. STATE BOARD OF EDUCATION GOALS STATEMENT, Adopted November 13, 1975

18. REPORT AND RECOMMENDATIONS OF ILLINOIS TASK FORCE ON DECLINING ENROLLMENT, IOE.

19. READING MATERIALS FOR TEACHERS, Department of Instruction, Instructional Services Section, Revised, September, 1974 , IOE.

20. LANGUAGE ARTS CURRICULUM CONSENSUS GAME, Developed November, 1975, IOE.

21. PUBLICATIONS AVAILABLE FROM ADULT VOCATIONAL & TECHNICAL EDUCATION, 100 North First Street, Springfield, Illinois 62777.

22. EBE (Encyclopaedia Britannica Educational Corporation) 8mm Film Loops, International Division - Cable Address: ENCYFILMS-CHICAGO

23. DAY CAMPING FOR DEVELOPMENTALLY DISABLED AND EXCEPTIONAL CHILDREN, Guidelines for Establishing Day Camp Programs, Department of Mental Health.

24. PRELIMINARY EDITION HANDBOOK ON CAREERS RELATING TO THE ENVIRONMENT, prepared by the Illinois Task force for Environmental Occupation in cooperation with the Division of Vocational and Technical Education, State of Illinois.

25. TUTOR, Literacy Volunteers of America, Inc., Techniques used in the Teaching of Reading. A Handbook for Teaching Basic Reading to Adults and Teenagers.

26. CHILD CARE, A Curriculum Guide - A Curriculum Model in Child Care for Secondary and Post-Secondary Classes in Gainful Home Economics.

27. PACKAGED PARTICIPATION KITS FOR INSERVICE, IOE.

28.RESOURCE CENTERS; Some Ideas, IOE.

COPIES ARE LIMITED TO ONE PER REMIS CENTER, IF YOU NEED ADDITIONAL COPIES FOR YOUR PATRONS, PLEASE FEEL FREE TO COPY IOE PUBLICATIONS.

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

100 North First Street
Springfield, Illinois 62777

regional offices:

128 West Randolph
Chicago, Illinois 60601

2413 Broadway
Mt. Vernon, Illinois 62864

January 14, 1976

MEMORANDUM

TO: Educational Technologist

FROM: Shirley Harris

SUBJECT: Information on Media and Materials for the Handicapped

The following articles, documents and information about media and materials for the handicapped is enclosed for the purpose of dissemination to your regions. Please advise me of your needs for IOE documents, reports, etc.

1) GUIDE TO INFORMATION SYSTEMS, in physical education and recreation for impaired, disabled, and handicapped persons.

2) FLANDERS INTERACTION ANALYSIS, Description of Categories.

3) SUPERINTENDENTS OF THE EDUCATIONAL SERVICE REGIONS IN THE STATE OF ILLINOIS.

3) Map of the Regional Special Education Programs.

4) SELF, incorporated - agency for instructional television.

5) Small-format videotaped programs, IOE.

6) December issue of NOTES, The University of Texas at Austin.

7) OUTSTANDING K- 3 lesson plans.

8) EASY-READING DEVICES by C. Beil DESIGNS

9) SELECT LIST, film HOME BOUND and LOOKING AHEAD TO A CAREER, National Audiovisual Center, Washington, D.C. 20409.

10) PROPOSED RULES, for school records relative to special education students.

11) DEVELOPMENTAL INDICATORS FOR THE ASSESSMENT OF LEARNING, DIAL.

12) WHY TEACH MATHEMATICS, Thomas C. O'Brien, Southern Illinois University, Edwardsville.

13) MATH GAMES FOR CHILDREN.

14) A POINT OF VIEW ON TEACHERS' CENTERS.

15) RECOGNIZING M.B.D. IN THE PROBLEM CHILD.

16) NEW JERSEY ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES. Publication list and order blank, how to find facilities for the handicapped with one phone call: SCRIP.

17) EXPERTS NOW LINK A LEARNING DISORDER TO DELINQUENCY, New Jersey Association for Children with Learning Disabilities.

18) VOCATIONAL EDUCATION RESOURCE MATERIALS, a bibliography of free materials for Handicapped & Special Education, Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison.

19) YOUR SENATORS INVITE YOU VISIT THEM IN OUR NATIONS CAPITAL.

20) QUANTITY RECIPE FOR CHILD CARE CENTER (food and Nutrition Service) IOE.

21) IRUC briefings (Information and Research Utilization Center.

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

100 North First Street
Springfield, Illinois 62777

regional offices:

188 West Randolph
Chicago, Illinois 60601

2413 Broadway
Mt. Vernon, Illinois 62864

MEMORANDUM

TO: Educational Technologist

FROM: Shirley Harris Sh

RE: Information on Media and Materials for the Handicapped

DATE: March 18, 1976

The following articles, documents and information about media and materials for the handicapped is enclosed for the purpose of dissemination to your regions. Please advise me of your needs for IOE Documents, reports, etc. Copies are limited to one per REMIS Center, if you need additional copies for your patrons, please feel free to copy IOE publications.

1. THE LANGUAGE EXPERIENCE APPROACH TO TEACHING READING - IOE
2. PUBLICATIONS DISTRIBUTED FOR NCEMMH BY THE OHIO STATE UNIVERSITY PRESS - IOE
3. ILLINOIS EDUCATION NEWS - IOE
4. EARLY CHILDHOOD/DEVELOPMENT - IOE
5. POSITION PAPER AND GUIDELINES - IOE
6. TWENTY QUESTIONS AND ANSWERS CONCERNING INDIVIDUALIZATION - IOE
7. REGIONAL EDUCATIONAL MEDIA AND INFORMATION SERVICES (REMIS) - IOE
8. OPEN CLASSROOM - WHAT? - IOE
9. OPEN CLASSROOM - WHY? - IOE
10. CAREER EDUCATION (3) - IOE
11. OUTDOOR ACTIVITIES IN CONSERVATION STUDY - IOE
12. BEYOND LITERAL COMPREHENSION - IOE
13. THE DEVELOPMENT OF THE METRIC SYSTEM - IOE
14. AN OUTLINE FOR TEACHING CONSERVATION IN HIGH SCHOOL - IOE
15. CLOSING THE CIRCLE - IOE

16. LITTER-PREVENTION - IOE
17. INDEPENDENT, PAROCHIAL, AND PRIVATE SCHOOLS - IOE
18. MATHEMATICS INSTRUCTIONAL MATERIALS JUNIOR HIGH SCHOOL GRADE LEVEL - IOE
19. "OUR LITTLE CORNER OF THE WORLD" - IOE
20. MEETING PARENTS HALFWAY: A GUIDE FOR SCHOOLS - IOE
21. ELEMENTARY OCCUPATIONAL INFORMATION PROGRAM - IOE
22. THE LIBRARY OF CAREER COUNSELING FILMS - IOE
23. STATE, LOCAL, & FEDERAL FINANCING FOR ILLINOIS PUBLIC SCHOOLS '75/76 - IOE
24. BECAUSE THEY CARE - IOE
25. PLANNING FOR ETHNIC EDUCATION - IOE

BOARD OF EDUCATION
City of Chicago
BRYN MAWR ELEMENTARY SCHOOL
7355 SOUTH JEFFERY AVENUE
Chicago, Illinois 60649
Telephone 643-1698

DR. JOSEPH A. LAVIZZO, JR.
Principal

OTHELLO W. LAWS
Assistant Principal
MARLIS L. TENNON
Acting Assistant Principal
ROBERT E. LEWIS
Head Teacher

October 5, 1977

Ms. Cheri Hammann
Educational Specialist
Materials Development and
Dissemination Section
Department of Specialized
Educational Services
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Dear Cheri,

Gregory and I are very excited and pleased with the reading and career Education Materials provided to us by your office. I am sure all the objectives stated in the Material Analysis will be accomplished once we have completed all the learning activities.

Thanks again for your helpful assistance in acquiring the materials for Gregory and I to meet his special needs.

Sincerely,

Ruby L. Rhodes
Ruby L. Rhodes

Dr. J. A. Lavizzo, Jr.
Principal

BOARD OF EDUCATION
City of Chicago
BRYN MAWR ELEMENTARY SCHOOL
7355 SOUTH JEFFERY AVENUE
Chicago, Illinois 60649
Telephone 643-1698

JOSEPH A. LAVIZZO, JR.
Principal

OTHELLO W. LAWS
Assistant Principal

MARLIS L. TENNON
Acting Assistant Principal

ROBERT E. LEWIS
Head Teacher

October 6, 1977

Ms. Cheri Hammon
Educational Specialist
Materials Development and
Dissemination Section
State Board of Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Dear Ms. Hammon:

Enclosed are the material analyses you requested for the month of October.

Although the materials were used for a period of one month with Derrick, some favorable gains have been made. Derrick is responding well to the approaches presented by the materials and is, therefore, making successful progress in his daily work.

With continued use of these materials for the remainder of the year, Derrick should accomplish most of the objectives set for this year.

Derrick's prescriptive program prescribed a wide area of needs. Based on these needs, materials were selected to provide him with a total program.

Derrick and I thank you for making his program become a reality this year, rather than at some unknown time in the future.

Sincerely,

Carol A. Bozeman

Carol A. Bozeman
Special Ed. Teacher
P-EMH